Neal, E.D. An evaluation of the relative effectiveness of the topic 1948 assignment...

# BOSTON UNIVERSITY SCHOOL OF EDUCATION

LIBRARY

Ed.

Neal, E.D. 1948

The Gift of Elsie D. Neal

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

AN EVALUATION OF THE RELATIVE EFFECTIVENESS OF THE TOPIC

ASSIGNMENT AND THE SITUATION ASSIGNMENT IN FIFTH AND

SIXTH GRADE COMPOSITION

Submitted by

Elsie Doris Neal
(B.S. in Ed., Salem Teachers College, 1935)

In partial fulfillment of the requirements for the degree of Master of Education

1948

First Reader: Donald D. Durrell, Professor of Education

Second Reader: William C. Kvaraceus, Associate Professor of Education

Third Reader: M. Agnella Gunn, Associate Professor of Education

School of Education

June 23, 1948

29513

The contract of the contract o

controller to no tear to some or as

politica batta taggeda a placema at agency meduck seria

Total and lead . economics . O mether transmission

NOT HOLD & GO TORSET ENGINEERS AND ALLEYS AN ARCHARD DEPENDENCE

#### ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation to Dr. Donald D. Durrell, Dean of Boston University School of Education, for his guidance and assistance in planning and carrying out this study.

She wishes to thank Miss Helen J. Piper, Supervisor of the Intermediate Grades, Lynn, Massachusetts, for her kind cooperation.

The writer is also indebted to Miss Catherine Fleming,
Miss Lucy Hosker, and Miss Mary Wells, teachers in Lynn,
for their help in carrying out this study.

# ACKNOWLEDG MAINTE

The writer wishes to express her sincere appreciation to Dr. Donald D. Durrell, Dean of Hoston University School of Education, for his guidance and sesistance in planning and carrying out this study.

She wishes to thank Mins Ellerid. Elpor, Supervisor of the intermediate Grades, Lynn, Assessingetts, for her kind gosperation.

The welfor is also indebted to Mins Cathorine Floring Mails weet to see in Lyth; for toeir help in carrying out this study.

## TABLE OF CONTENTS

CHAPTER		PAGE
I.	THE PROBLEM AND SUMMARY OF PREVIOUS RESEARCH	1
	Statement of the Problem	1
	Summary of Previous Research	3
II.	CONSTRUCTION OF MATERIALS	16
III.	CONDUCT OF THE EXPERIMENT	27
IV.	ANALYSIS OF THE DATA	34
V.	SUMMARY AND CONCLUSIONS	51
	Summary	51
	Conclusions	53
	BIBLIOGRAPHY	56
	APPENDIX	58
	Lists of Topics	58
	Durrell Remedial-Reading Vocabulary for Primary Grades	62

Digitized by the Internet Archive in 2016 with funding from Boston Library Consortium Member Libraries

# LIST OF TABLES

TABLE		PAGE
I.	Rank Order of Preference for Topics	20
II.	Method of Rotation of Assignments	28
III.	Number of Words Written by All the Children for Topic vs Situation Assignments	36
IV.	Number of Words Written by Fifth Grade Children for Topic vs Situation Assignments	37
V.	Number of Words Written by Sixth Grade Children for Topic vs Situation Assignments	38
VI.	Number of Words Written by the Boys for Topic vs Situation Assignments	39
VII.	Number of Words Written by the Girls for Topic vs Situation Assignments	40
VIII.	Number of Words off the Durrell Primary Remedial-Reading Vocabulary, Written by All Children for Topic vs Situation Assignments	41
IX.	Number of Words off the Durrell Primary Remedial-Reading Vocabulary, Written by Fifth Grade Children for Topic vs Situation Assign- ments	42
х.	Number of Words off the Durrell Primary Remedial-Reading Vocabulary, Written by Sixth Grade Children for Topic vs Situation Assign- ments	43
XI.	Number of Words off the Durrell Primary Remedial-Reading Vocabulary, Written by the Boys for Topic vs Situation Assignments	44
XII.	Number of Words off the Durrell Primary Remedial-Reading Vocabulary, Written by the Girls for Topic vs Situation Assignments	45
XIII.	Number of Ideas Expressed by All Children for Topic vs Situation Assignments	46

# LIET OF TAILES

	Rank Order of Freference for Topics	.I
	Method of Rotation of Assignments	.II
	Number of Words Written by All the Children for Topic vs Situation Assignments	· III
	Number of Words Written by Fifth Grade Children	IV.
88	Mandelas of Words Written in Sixth Crede Children	aV.
	nigor of agos and yd neither come to negut	
	Number of Words Weithen by the Cirls for Topic vs alterion Assignments	.TIV
	Number of hord off the Duryell Wrimary  Remedial-Remidian Vondbuleny, anibben by All  Unlider for Topic ve Situation Assignments	VIII.
	Number of Words off the Jurrell Frimary Remediat-Reading Vocabulary, Written by Fifth Urade Callaren for Topic vs Sibration Assign-	
	Number of Words off the Durrell Primary Remedial-Reading Vocaculary, Written by Sixth Orads Children for Topic ve Situation Casign- ments	.X
	Number of Words off the Durrell Frimary Recodist-Reming Totalvillery, Written by the Roys for Tople vs Situation assignments	
	Number of Words off the Durnell Prisary Hemodisl-Reading Vocabulony, Written by the Girls for Tople vs Situation Assignments	
	Tot nombited lik yd bessenged smehl to wednest	

	Number of Ideas Expressed by Fifth Grade Ubil- dren for Tople vs Sibustion Assignments	.VIX
83	Number of Ideas Expressed by Sixtn Grade Chil- dren for Topic vs Situation Assignments	
C a	Number of Laess Expressed by the Boys for Topic vs Situation Assignments	
50	Number of Ideas Expressed by the dirls for Topic	RVII.

# CHAPTER I

#### THE PROBLEM AND SUMMARY OF PREVIOUS RESEARCH

### Statement of the Problem

The purpose of this study is to evaluate the relative effectiveness of the topic assignment and the situation assignment in fifth and sixth grade composition.

Composition assignments in the elementary grades have consisted largely of single topics or of short lists of topics from which to choose. In recent years, however, there has been a tendency to feel that children respond better when stimulated by a definite situation--real or imaginary--which requires a written response.

McKee<sup>1</sup> says, "....the schools should set up situations and activities quite similar to those met by children outside of school in order to confront them with stimuli that encourage the normal use of language. Such language demanding activities can go far in making the program in composition more functional."

According to Littwin, 2 "It is the duty of the teacher

Paul McKee, Language in the Elementary School (New York: Houghton Mifflin Company, 1934), p. 168.

<sup>&</sup>lt;sup>2</sup>Maxwell F. Littwin, "An Experimental Investigation of the Effect of the Method of Presentation upon the Imaginative Quality of Descriptive Writing among Elementary School Pupils," The Journal of Experimental Education (September, 1935), 4:48.

# CHAPTER I

# THE PROBLEM AND SUMMARY OF PREVIOUS RESEARCH

Statement of the Problem

The purpose of this study is to evaluate the relative effectiveness of the topic easignment and the altuation easignment in fifth and sixth grade composition.

Conception assignments in the elementary grades have consisted largely of single boots or of short lists of topics from which to choose. In reacht years, however, there has been a tendency to feel that thildren reapond better when atimulated by a definite situation-real or imaginary-which requires a written response.

Money sure the sonois should set up altoutions ontand sotivities quite similar to those met by children outaide of school in order to confront them with stimuli that
encourage the normal was of language. Such language demanding activities can go for in making the program in composi-

According to Littwin. 2 "It is the duty of the teacher

Torks Houseton Wilfilm Jonesmy, 1934), p. 165.

Maxwell F. Dithwin, "in Experimental investigation of the LETact of the detail of Freentstion upon the imaginative westing among Elementary School Function of the Journal of Experimental Education (September, 1955). 1:43.

to create for pupils situations and help them to experiences from which imaginative expression may flow."

This study will present data in an attempt to answer the following questions concerning the relative merits of the topic assignment and the situation assignment:

- 1. Which assignment—the topic or the situation—will produce the greater fluency?
- 2. Which assignment—the topic or the situation—will produce the greater word enrichment?
- 3. Which assignment—the topic or the situation—will produce the greater number of ideas?

The data will be analyzed to answer the above questions in relation to the following aspects:

- 1. The performance of all the children.
- 2. The performance of the sixth grade children only.
- 3. The performance of the fifth grade children only.
- 4. The performance of the boys only.
- 5. The performance of the girls only.

to or eate for pupils alt ations and help them to experiences

This study will present data in an attend to answer the following questions concerning the relative series of the topic assignment and the situation assignment:

- 1. which assignment-the Conte or the situation-will produce the greater fluency:
- E. Wilon exalgament -- the topic or the attraction -- will graduate the granter word enrichments
- Ditw--noticed and to offer home of the actuation of the control of

in relation to the following saperts:

- 1. The performance of all the collaren.
- E. The performence of the sixth grade obligated only
- o. The portformance of the fifth prace only only.
  - 4. The performance of the boys only.
  - b. The partoumance of the girls only.

# Summary of Previous Research

Background. -- "For some time traditional notions regarding the aims and purposes of composition teaching have been coming in for persistent attack. Attention is being gradually diverted from the composition product, from the number and variety of formal and mechanical errors made by pupils to the character of the observation, imagination, and reflection shown by them." This change in emphasis of which Littwin speaks, has resulted in the making of several critical studies of composition assignments.

Until fairly recently assignments in composition were not based upon those situations which in life call for written responses. Pupils were often asked to write on dull, vague, and abstract topics about which they neither knew nor cared. Meadows. in 1928, concluded,

Probably in no way did the teaching of composition in the early history of our normal schools vary so much from the teaching of that subject in the present teachers colleges as in the assignment of theme subjects. The following lists, taken somewhat at random from early textbooks, should be sufficient proof of this statement.

Practically all the subjects are abstract as opposed to the more concrete and practical subjects of today.

Littwin, op. cit., p. 44.

Leon R. Meadows, A Study of the Teaching of English Composition in Teachers Colleges in the United States, Contributions to Education, No. 311 (New York: Teachers College, Columbia University, 1928), p. 12.

# Sugary of Freylous Resolved

decignomed. -- "For dome time traditional notions regard ing the sime and cuproses of composition teaching have been couldned in for merminant attack. Attention is being gradued ally diverted from the composition product, from the number and verteby of formal and machanical errors made by pupille to the character of the abservation, imagination, and religious shown by them." This change in emphesis of which after a speaks, may resulted in the maxing of several atticul attack of equiposition and parameter.

Until fairly recently assignments in composition were not based upon those situations which in live sail for written responses. Funtis were often asked to write on Gall, ten responses, and acatron tonics about which they neither anon our gared. Imadows, in 1928, concluded;

Proceeds in no way did the tomoring of cooperation in the camer of the tomoring of the common account the common of the camer of the cast and the cast account of contact and the cast and

Practically all the subjects are abstract as opposed to the care concrete and practical asolacts of today.

Litterin, op. ott., o. 44.

Geom A. Mandows. ... while Teaching of wellsh dorner to teachers the College College College. Services to the College. Services to the College. Services to the College. Services to the College.

Submission to Teachers
Diversions
Time
Modesty
Flattery
History
Dress
Parental Affection
Good Manners
A Good Character
Anger

Resignation under Affliction
The Evils of Pride
Politeness and Good Breeding
A Pleasing Disposition
History and Biography Compared
Novels
Contemplation
Generosity
Politeness and Religion
The Art of Pleasing

Gradually the importance of interest as a motivating force in learning came into prominence. Dewey said, "If we can secure interest in a given set of facts or ideas, we may be perfectly sure that the pupil will direct his energies toward mastering them."

Leaders in the language field recognized the impetus which interest gave to writing. As early as 1917, Sheridan felt that children preferred to write on the subjects about which they knew the most.

Driggs, in 1920, said, "Language lessons to have a challenging appeal for the youthful learner, must come within the circle of his interests. They must afford him opportunity to discuss living issues, to relate his worthwhile experiences, to express his natural thoughts and feelings. The themes for compositions must come within the compass of

<sup>&</sup>lt;sup>1</sup>John Dewey, <u>Interest and Effort in Education</u> (Boston: Houghton Mifflin Company, 1913), p. 1.

<sup>&</sup>lt;sup>2</sup>Bernard M. Sheridan, <u>Speaking and Writing English</u> (New York: Benjamin H. Sanborn Company, 1917), p. 9.

<sup>&</sup>lt;sup>3</sup>Howard R. Driggs, <u>Our Living Language</u> (Chicago: University Publishing Company, 1920), p. 69.

Diversion to Teacher.
Diversions
Time
Latery
Latery
History
Dress
Lycothel Affection
Loca Marmers
A Good Charactor

Religion under Affliction

The Evila of Price

A classing Disposition

A classing Disposition

A classing Disposition

Formand Action

The Act of Figure 1 and 1 a

Gradually the immortance of interest as a motivating of and and and as a motivating of a force in learning dama into prominence. Deway asid, will we can secure interest in a given set of freeze or idead, and may be perfectly sure that the could will wired his energion tours and their the court of the court of the courts westering them."

Lessions in the language rield recognized the importantion behavior from the multing, he carly as 1817, Scartdam riels that that obligate present to write an the implests about which they easy the most.

integs, to alsones it wing leaves, to relate his worthwhile or to discuss it wing leaves, to express it wing leaves, to relate his worthwhile or profitations, to express it may must about the appearance. They must affect his worthwhile or profitations, to express it matural thoughts and feelings.

The thomas for compositions must some within the company of

loughton Miffilm Congany, 1918), p. 1.

them into the police of the police of the tent of the tent of the land of the

<sup>&</sup>quot;Howard S. Driggs, Our Living banquege Chicago: Uni-

his own youthful world."

McKee<sup>1</sup> claims that "....the teacher must arrange conditions so that the pupil talks or writes about only those things which he has experienced. Attempts to teach language by requiring or even encouraging the pupil to express ideas he does not have should be eliminated." He believes also that "It is probably safe to say that there can be no development of ability in written language, whenever the child writes on any unfamiliar topic."

Studies of children's interests. -- As teachers have become more concerned with the content of compositions, studies have been made to determine what topics and situations are most interesting to pupils at different grade levels.

Very little has been done at the elementary school level to develop composition topics objectively. However, if it can be assumed that children like to write on the same subjects about which they enjoy talking, Zyve's investigation may prove helpful. She made a study of the subjects which were most successful in arousing spontaneous oral expression among third grade children. The topics which elicited the greatest amount of response were: home play, school work, animals, and trips.

<sup>&</sup>lt;sup>1</sup>McKee, op. cit., p. 70.

<sup>&</sup>lt;sup>2</sup>Ibid., p. 321.

<sup>3</sup>Claire Zyve, "Conversation among Children," Teachers College Record (October, 1927), 29:46-61.

".blrov fulfither, two uit

Money of the that the capil telies of writes about and those ditions so that the capil telies of writes about and those ditions at the capilate to teles accommended. Attempts to teles language by requiring on ever encouraging the good to express these also he does not have should be elicited. He believes also that the public is probably east to say that there are be no develored and of act of act that there are the cilid writes on any unfamiliar topic."

actions age concerned with the opposit of compactions, studies some more concerned with the opposit of compactions, studies and attentions and attentions. The most interesting to pupils at different product interesting to pupils at different product levels.

Very little hes here done of the elementary school lavel to develop depositely. However, if the to develop depositely, the very the to develop desired that do develop develop

Lucius, ou oll. . . . 70.

<sup>.</sup>IRG .c .. Blogs

Paradone ", no month of the server of the se

In an effort to discover the subjects on which junior high school pupils prefer to write, Smith classified the compositions of 10,000 pupils in thirty junior high schools. The pupils chose their own topics, which were grouped under five interest headings. Following is a list of these interest classifications in the order of their importance, judged by the number of compositions written in each area: (1) personal experience, (2) imagination, (3) how to do or make things, (4) current events or community problems, (5) school expeditions and community enterprises.

In the same study teachers of grades seven, eight, and nine were asked to list five topics which they had used successfully in composition teaching. The findings of the teacher survey were consistent with those of the pupil survey, indicating that children are more likely to write successfully when assigned topics of interest to them.

Smith<sup>2</sup> warned, however, that real danger can result from dogmatic reliance upon interest questionnaires, since no one type of topic is equally appealing to all pupils.

Laidley's technique of discovering composition interests was based upon an examination of at least one issue

Dora V. Smith, "The Danger of Dogma Concerning Composition Content," English Journal (June, 1926), 15:414-425.

<sup>&</sup>lt;sup>2</sup>Ibid., p. 417.

Mary F. Laidley, "Composition Interests of Junior High School Pupils," English Journal (March, 1925), 14:201-209.

In an after to discover the author of which justing in the high school pupils prefer to matte, Smith of resilted the compositions of Ld. 000 pupils in beinty justing high schools. The pupils chose their own topics, which were grouped under the pupils chose their own topics, which were grouped under the interest beadings, rollowing is a list of these luterest classifications in the order of their importance, judged by the number of compositions written in each great (1) personal a perform, (2) insgingtion, (3) new to do or make things, (4) current events or community problems, (5) school appeals on a community problems, (6) school appeals to or and community enterprises.

In the sime study tomohors of grades seven, eight, and cline were saised to list five topics which they had used successfully in composition teaching. The findings of the teacher survey were consistent with those of the pupil survey, indicating that children are more likely to write anocessfully when easigned topics of interest to them.

Inter see type of teninique of discovering composition in-

evect one taked to notiferinan on none bears as execusi

attion Content, "The Twiter of Dougle Concepting Corpoattion Content," English dougle (Come, 1920), lareld-485.

<sup>&</sup>quot;Mary 1. Latelay, "Borocalthon Interests of Juston High School Popile," English Journal (Arrais, 1915, 1915), 14:201-208.

of forty-six junior high school magazines, published in various sections of the country. She classified each article under an interest heading, judging the relative importance of each interest by the frequency with which articles on it occurred. Her list of interests in the order of their importance follows: (1) general news (assemblies, lectures, musicales, plays, school parties, honor records, and contests), (2) verse, (3) jokes and personals, (4) club news, (5) stories (most were concerned with everyday life; a smaller number, with the fanciful and the historical), (6) the moralities, and (7) informational essays.

One of the most extensive studies in the field of composition interests was made by Coleman in 1931. From a study of the research done in other fields of pupil interests, he prepared thirty-six categories of interests.

In his attempt to learn the topics on which pupils prefer to write Coleman used two methods.

- 1. Each pupil wrote a composition on a topic of his own choosing.
- 2. Once a week for three weeks, each pupil wrote a composition, using a title selected from a list presented to him. These lists had thirty-six titles, paralleling his thirty-six categories of interests.

<sup>&</sup>lt;sup>1</sup>J. H. Coleman, <u>Written Composition Interests of Junior</u> and <u>Senior High School Pupils</u>, <u>Contributions to Education</u>, <u>No. 494 (New York: Teachers College</u>, <u>Columbia University</u>, 1931), 117 pp.

of forty-six juntor high achool magazines, published in various asotions of the country. She classified each article under an interest heading, judging the relative importance of each interest by the frequency with which articles on it concursed. Her list of interests in the order of their importance follows: (1) general news (assemblies, lectures, musicales, plays, school perties, honor records, and contects), wasicales, plays, school perties, honor records, and contects), rise (must were occorded with everyday life; a smaller number, with the fencial and the distorical, (c) the morest-tes, and (7) informational essays.

One of the most extensive studies in the field of coposition interests was made by Coleman in 1931. From a
study of the research done in other fields of past interests.

Le propured thing-six outerpries of interests.

In his bicempt to leave the topics on which oughla pro-

- 1. Each pupil woots a convolition on a tonic or his
- 2. Onder a vacat for theory wooki, adah popt wrote a composibion, using a title salcohed from a list presented to him. Those lists had bhirty-aix bitles, negative his thirty-air sateursius of interests.

TJ. W. Wole an. Dittes Composition interests of Aunton on Senior on Senior Control of Co

Both parts of the study were tabulated by grouping the titles used under the prepared interest categories. In part one, an additional classification was made for any title which did not fit into one of the thirty-six categories of interests.

Coleman concluded that the following interests are common to both boys and girls of all secondary-school grades:

> Travel Adventure Outdoor Activities Ethics Athletics and Sports Personal Experience Literature Humorous Anecdotes Getting Rich

Sympathy Animals Home Life Pupil Employment Leisure Activities Current Events Famous People

Vocations

The findings of these investigations have furnished teachers with objective evidence of pupil interests. studies clearly indicate, however, that although there are interests common to given groups, there is no complete agreement of likes and dislikes for any one subject. Variations exist between the sexes, within a sex, and among the different age groups within a grade. Therefore, in order to insure that a pupil writes on a topic within his own experience and interest, it is recommended that he be given a wide selection of topics from which to choose. The list of topics presented should be checked against some list of interests, known to be common to pupils at the particular

<sup>&</sup>lt;sup>1</sup>Ibid., p. 86.

Both parts of the study were tabulated by grouping the titles used under the prepared interest categories. In part one, an additional classification was made for any title which ald not fit into one of the thirty-six categories of interests.

Coleman concluded that the following interests are

Travel
Adventure
Option schirities
Athies and Sports
Personal experience
Literature
Hunsens Amedotes

Sympathy
Animals
Nome Life
Nome Life
Pupil Employment
Larrent Events
Esmous People
Antthu Min

The findings of these investigations have fundished

studies classify indicate, however, that although there are interests assessment adminent to given proups, thore is no complete agreement of likes and dislikes for any one subject. Veriations exist between the series, within a sex, and among the different ago groups within a grade. Therefore, in order to insure that a pupil writes on a topic within his own experimence that a pupil writes on a topic within his own experimence and interest, it is recommended that he be given a wide allowion of topics from which to choose. The list of topics from which to choose. The list of

libit. p. 98.

grade level. Furthermore, it is recommended that a pupil who fails to find on the list a topic which appeals to him, be allowed to write on one of his own choosing. Possibly he has a current interest on which he would like to express himself.

The topic versus the situation assignment. -- The determining of interests common to pupils at different grade levels is but one step toward the improvement of composition teaching. Some educators feel that bare topics, even when based upon well-known interests, do not provide the necessary stimulation of ideas. "Problems or incidents in real life," claimed Nicholson, "will not present themselves as categorically labelled entities, as suggested by the titles of topic assignments."

Seely said,

It is probably not too much to affirm that written composition has been employed more normally in other school work than it has in the English classes. Its purposes, materials, and forms have had clearer and more naturally interrelated and motivated uses elsewhere than in the very classes supposed to clarify and give them useful meaning. The boy has undoubtedly "written up" his experiments

<sup>&</sup>lt;sup>1</sup>Ibid., p. 85.

<sup>&</sup>lt;sup>2</sup>George Nicholson, "An Experimental Evaluation of the Results Obtained by Two Types of Composition Assignments," Unpublished Master's Thesis (Boston: Boston University School of Education, 1939), p. 27.

<sup>&</sup>lt;sup>3</sup>Howard F. Seely, <u>On Teaching English</u> (New York: American Book Company, 1933), p. 243.

grade level. Furthermore, it is recommended that a pupil who feils to (ind on the list a topic which appeals to him, be allowed to write on one of his own choosing. Possibly he has a current interest on which he would like to express himself.

The topic versus the situation and proment. - The determining of interests common to pupils at different grade levels
is but one ster toward the improvement of composition teaching. Some educators feel that here topics, even when besed
upon well-known interests, do not provide the necessary
stimulation of luess. "Problems or incidents in real life."
claimed hisholson. "with not prosent themselves as catecorically labelled entities, as surrested by the fitles of
topic scatgaments."

Seely said,

The boy has also been the supplementation of the supplementation of

lima., p. sa.

Adequation of the large of Compartments System of the large of the large of Comparts on assignments. It is the large of Comparts of the large of the

Sugward F. Enely, on Teaching Anglish (new Yorks American

in science, his readings in history, his excursions in the fine and industrial arts, and his language translations with a keener eye to requirements and proprieties than that with which he has prepared his various "themes" in composition. This has occurred not because of his composition training in English, but largely in spite of it. The situation has been more lifelike in these other types of work than in formal composition activities. Uses, needs, materials, and purposes have exerted their influences just as they do in life.

Dissatisfaction with the topic assignment has led to serious consideration of the situation assignment, which Nicholson has defined as follows: "The situation assignment is given by presenting to the pupils the pertinent facts of an incident or a problem, a condition drawn from reality or from imagination—in short, any set of circumstances, factual or fanciful, which may be covered by the term 'situation.'"

If teaching is to prepare for life, it seems reasonable that a pupil's writing should be stimulated by those situations or problems which both now and in future years, will demand written responses of him. "One school of thought,"

Haskell wrote, "has maintained that a child should not write until he feels a real need for doing so....This group has held that the need itself would provide sufficient impetus for the learner to acquire the necessary skills. But most

<sup>&</sup>lt;sup>1</sup>Nicholson, op. cit., p. 7.

<sup>&</sup>lt;sup>2</sup>Jean Haskell, "Improving Written English thru Group Composition," The National Elementary Principal, Twentieth Yearbook (July, 1941), 20:343-344.

in solence, his residings in history, his excupsions in the rine and industrial arts, and his language franchistons with a keener aye to requirements and prescriptions that what with which he has prescribe his postion as the has prescribed his not become of his conscittion. Into has has prescribed not become of his conscittion training in Shalls! out largely in upite of it. The situation has been some lifelike in these other types of work then in formal conscittion activities. Uses, needs, materials, and purposes have exerted their influences just as they do in life.

of bel sed inempises older out with notabeleitesia

serious consideration of the situation easignment, which it choises has defined as follows: "The situation easignment is given by presenting to the pupils the purithent facts of an incident or a problem, a condition drawn from reality or true imagination—in short, any set of sireumbhanes, isoturior familial, which may be covered by the term 'situation."

If besching is to graphes for life, it seems responded that a musting should be stimulated by those alternations or problems which both now and in "does or those of the domain written responses of him. "One saided of those of those of the respondent," has againful not that a child should not write must be feel a real need for doing no... This group has boild that the need itself would order a said in the second of antistent impacts in the learner to acquire the requirer of the requirer at the requirer at

Micholach, op. off., p. V.

Composition, The Antions, Elementary rainoisel, Twentlabb Tearnoom (July, 1901), 80:242-345.

teachers have found it difficult, if not impossible, to discover or provide enough real-life experiences so that the child can master the skills of writing and spelling through such experiences alone."

To supplement the real-life experiences which furnish the child with a need to write, the teacher may present to the pupils incidents of imaginative happenings similar to those which in actual life call for written responses. The situation assignment, like the topic assignment, can be based upon those interests known to be common to pupils of a specified group. The further recommendation has been made that pupils be given a choice of situation assignments.

Only through research can the relative merits of the topic assignment and the situation assignment be determined.

Two studies have already been made in an effort to evaluate the relative effectiveness of these two types of assignments.

In 1939, Nicholson<sup>2</sup> made a study to evaluate the relative effectiveness of topic and situation assignments in tenth grade composition. He prepared two topic assignments and two situation assignments. Each pupil wrote two compositions, one from a topic assignment, and one from a situation

lMartin W. Donovan, "An Experimental Evaluation of the Relative Effectiveness of Two Methods of Composition Assignments in Stimulating Ideas," Unpublished Master's Thesis (Boston: Boston University School of Education, 1947), p. 12.

<sup>&</sup>lt;sup>2</sup>Nicholson, op. cit., 50 pp.

tenders have found it difficult, is not impossible, to describe and special of scores or provide enough real-life experiences so that the call can master the skills of writing and spelling through such experiences slone."

To supplement the real-life experiences which funnish the child within need to write, the teacher may present to the public incidents of imaginative happenings similar to the public incidents of imaginative happenings similar to these which in actual life call for written responses. The situation essignment, like the topic assignment, cen be taked upon those interests known to be common to pupils of a specified group. The further recommendation has been made that pupils be given a choice of situation ansignments.

doly through research can the relative mortan or the topic national and that designment and that strength on the designment of the dolor of the dolor of the dolor two types of englandite. The relative of the dolor of the dolor of the dolor of the dolors of the dolors

tive affectiveness of topic and situation assignments
tenth grade commodition. He prapared two topic assignments
and two situation sest commonts, leads pupil wrote two monarcaltions, one from a topic assignment, and one from a situation

end to multingly fednesimon as", myoned a midmental of the -arterial matter as formation (location delegation of independent of independen

<sup>&</sup>quot;Handan, on, ott. . so pp.

assignment. The author concluded that in every aspect of the study analyzed, the situation assignment produced a greater number of words and a greater number of ideas than the topic assignment did.

Nicholson's findings, however, are perhaps not so significant as they appear to be, since his topic assignments did not parallel his situation assignments. As the pupils, therefore, wrote on different subjects, it is difficult to say whether the variation in response, which he found, was dependent upon type of assignment or upon subject.

To verify Nicholson's findings, Donovan, 2 in 1947, made a study to evaluate the relative effectiveness of the topic assignment and the situation assignment in stimulating ideas in ninth grade composition. He too prepared two topic and two situation assignments. Each pupil wrote one composition from a topic assignment and one composition from a situation assignment. Since Donovan's topic assignments were parallel to his situation assignments, every pupil wrote on the same two subjects.

Donovan concluded, "The situation assignment proved itself to be superior to the topic assignment for a majority

lbid., pp. 24-25.

<sup>&</sup>lt;sup>2</sup>Donovan, op. cit., 48 pp.

Ibid., p. 46.

the study unalysed, the altuation easignment produced a greater number of words and a grouter number of lies than the topic assignment did.

Wicholson's findings, however, are perhaps not so significant as they appear to be, since his topic assignments ald not ceralled his attaction assignments. As the pupils, therefore, wrote on different subjects, it is difficult to say whather the vertation in response, which he found, was dependent upon type of assignment or upon subject.

To verify dicholson's findings, Donovan, and 1987, wade a study to evaluate the solution such veness of the tooic essignment and the altertion such analysis to studie the composition. He to prepared two topic and two situation manignments. When pupil wrote one composition from a topic assignments. When pupil wrote one composition from a topic assignment, there Donovan's topic assignment, there Donovan's topic assignment were parallel to its situation and another assignment and the same topic assignment.

Devote thems fees not with att wind to the support of the state of the support of

Purchas, op. 20-72 ... Supravas, op. 20-72 ... Supravas, op. 25 ... Supr

of the pupils measured against themselves in drawing forth a greater response in ideas."

The findings of Donovan's study, however, were not so significant as those of Nicholson's study. This may or may not have been because of the fact that Donovan's topic assignments and situations assignments, unlike Nicholson's, were parallel or based upon the same two subjects.

The need for further research to improve interest in written composition. -- Studies have been made to determine children's preferences for various types of assignments.

Lyons, in 1943, made a study of 300 sixth grade children's preferences for different types of reading assignments. The order of preference for the assignments evaluated was:

(1) excursions, (2) no activity, (3) construction, (4) entertaining, (5) talking, and (6) writing.

In 1945, Stewart<sup>4</sup> conducted a study in grades four, five, and six to learn children's preferences in types of assignments. Her findings showed that talking and writing were the most

libid., 48 pp.

<sup>&</sup>lt;sup>2</sup>Nicholson, op. cit., 50 pp.

<sup>3</sup>Catherine Lyons, "An Evaluation of the Relative Appeal of Reading Assignments," Unpublished Master's Thesis (Boston: Boston University School of Education, 1943), p. 25.

<sup>&</sup>lt;sup>4</sup>Dorothy H. Stewart, "Children's Preferences in Types of Assignments," Unpublished Master's Thesis (Boston: Boston University School of Education, 1945), 105 pp.

of the pupils measured against themselves in drawing forth a greater response in ideas."

The findings of Donovan's study, however, were not so significant as those of Micholson's study. This may or may not have been because of the fact that Donovan's topic essignments and situations assignments, unlike Micholson's were parallel or based upon the same two subjects.

The need for further research to improve interest in written composition. -- Studies have been made to determine children's preferences for various types of assignments.

Lyons, 3 in 1945, made a study of 300 sixth grade children's preferences for different types of reading assignments. The order of preference for the assignments evaluated was:

(1) excursions, (2) no activity, (3) construction, (4) enterestaing, (5) talking, and (6) writing.

In 1945, Stewart conducted a study in grades four, five, and six to learn children's preferences in types of assignments. Her findings showed that talking and writing were the nost

eq 84 . Biell

Proposed son, og. oit., 50 pp.

Ogtherine Lyons, "An Evaluation of the Relative Appeal of Reading Assignments," Unpublished Wastor's Thesia (Boston: Boston University School of Edwostion, 1945), p. 25.

<sup>\*</sup>Dorothy H. Stewart, "Children's Preferences in Types of Assignments," Unpublished Master's Thesis (Boston: Boston University School of Education, 1945), 105 pp.

distasteful of the assignments tested.

The results of these studies strongly indicate that much needs to be done to improve interest in writing. Some of the present lack of interest in written composition has been attributed to the fact that pupils have been asked to write on topics about which they had nothing to say.

Hitchock wrote, "One must have something to say before he can say it; subject matter outranks expression."

Anderson<sup>2</sup> voiced the same idea when she said, "The person who would express his thoughts must have thoughts to express... ideas develop with impressions."

Nicholson<sup>3</sup> felt that the necessary ideas could be stimulated through the use of the situation assignment. He wrote, "Presentation of the situation gives the pupil definite ideas from which he makes his start in expression whereas the topic assignment may leave him floundering while seeking a point of departure."

Purpose of present study. -- From this summary of research it is evident that the situation assignment has been recognized as a possible improvement over the more firmly entrenched topic assignment. The purpose of the present study will be to

Alfred M. Hitchock, Bread Loaf Talks on Teaching Composition (New York: Henry Holt and Company, 1927), p. 4.

<sup>&</sup>lt;sup>2</sup>Mary F. Anderson, "On Carrying Water in Sieves," English Journal (June, 1931), 20:474.

Nicholson, op. cit., p. 8.

. betteet simemme issa end to Iuletestaib

". enoizeevami driw colsveb asebl

The results of these studies strongly indicate that much needs to be done to improve interest in writing. Some of the present lack of interest in written composition has been attributed to the fact that pupils deve been saked to write on topics about which they had nothing to say.

Hitchook wrote, "One must have something to say before he can say it; subject matter outranks expression."

Anderson voiced the same idea when she naid, "The person who would express his thoughts must have thoughts to express...

Micholson felt that the necessary loss could be atlantlated through the use of the situation assignment. He wrote,
"Presentation of the situation gives the pupil definite ideas
from which he makes his start in expression whereas the topic
sasignment may leave him floundering while seeking a point of
departure."

Composition (New York; nearly holt and Company, 1927), p. 4.

<sup>&</sup>quot;Lanuard of reday garaging "On Carrying Water in Stevers," English Journal (June, 1831), 20:474.

Michalson, op. alt., p. 8.

present data in an attempt to answer the following questions concerning the relative effectiveness of the topic assignment and the situation assignment in fifth and sixth grade composition:

- 1. Which type of assignment will produce greater fluency?
- 2. Which type of assignment will produce greater word enrichment?
- 3. Which type of assignment will produce more ideas?

II. Niich assignment-the topic or the attentionproduced the greater word surjoinent?

II. Which emsignment-the topic or the situationproduced the greater number of ideas:

Delegation of topics used--Since is appeared desirable

lys the shildren a cooler of topic analyzanta.

river to season important to include a wide range of interests

John H. Colounn, Britten Composition Interests of Junio

John H. Coleman, Britten Composition interests of Junior make Sanfor Sigh School Popils (New York: Sureau of Publications, Teachers College, Columbia University, 1851), pp. 28-46.

present data in an attempt to enswer the following questions concerning the relative effectiveness of the topic assignment and the attuation assignment in fifth and sixth grade composition:

- 1. Which type of sasignment will produce greater fluency?
  S. Which type of sasignment will produce greater word
  enrichment?
  - 3. Wideh type of assignment will produce more theast

#### CHAPTER II

#### CONSTRUCTION OF MATERIALS

Purpose. -- The purpose of this study was to evaluate the relative effectiveness of the topic assignment and the situation assignment in fifth and sixth grade composition.

Three criteria were used to judge the two types of assignments.

- I. Which assignment -- the topic or the situation -- produced the greater number of words?
- II. Which assignment -- the topic or the situation -- produced the greater word enrichment?
- III. Which assignment -- the topic or the situation -- produced the greater number of ideas?

Selection of topics used. -- Since it appeared desirable to give the children a choice of topic assignments, a question-naire was prepared. In selecting the topics for the question-naire it seemed important to include a wide range of interests within the experience of all the children. The following twenty-five classifications of composition interests were selected at random from Coleman's list of thirty-six categories

John H. Coleman, Written Composition Interests of Junior and Senior High School Pupils (New York: Bureau of Publications, Teachers College, Columbia University, 1931), pp. 89-98.

# CONSTRUCTION OF MATERIALS

Furnose. -- The purpose of this study was to evaluate the relative effectiveness of the topic sasignment and the situation assignment in fifth and sixth grade composition.

Three oritoris were used to judge the two types of assignments.

- I. Which assignment -- the topic or the situation --
- --noitentle edt vo plot end--themagissa doldW.lI
- -- noiteutie ent no alqui ent--the mangless dolaw. III

elderiseb berseque il comic--.besu soigot lo moltocle?

-notice was prepared. In selecting the topics for the questionnaire was prepared. In selecting the topics for the questionnaire it seemed important to include a wide range of interests
within the experience of all the children. The following
twenty-five olassifications of composition interests were
selected at random from Goloman's list of thirty-six categories

John H. Coleman, Written Composition Interests of Judior and Senior alga School Fupils (Now York: Bureau of Fubilca-tions, Teachers College, Columbia University, 1931), pp. 89-98.

## of interests:

- 1. Vocations
- 2. Adventure
- 3. Animals
- 4. Athletics
- 5. Civics
  - 6. Contemporary Famous People
  - 7. Getting Rich
  - 8. Health
- 9. Home Life
- 10. Humor
- 11. Indefinite Title
- 12. Literature
- 13. Music
- 14. Outdoor Activity
- 15. Personal Experience
- 16. Pupil Employment
- 17. School
- 18. Social Problems
- 19. Travel
- 20. Winning Prizes
- 21. Ethics
- 22. Handwork
- 23. Children
- 24. People
- 25. Science

- Inoldered .I
- en Jasyba . S
  - S. Antmals
- sold ditta ...
  - sofrie . B
- S. Contemporary Famous Recol.
  - Tatting Mich
    - df Feeb . c
    - 9, Home Hire
      - 10. Fremore
  - 11. Inderinite Title
    - 13. Etterutura
      - alemi .al
  - 14. Subdoom Astiviby
  - lo. Perennal Experience
    - Id. Papil Equil Daylogment
      - 17. Boncol
      - id. ecolor Problems
        - 19. Travel
      - 80. Wimning inting
        - estude . IS
        - SE. Hazquwani
        - 80. College
          - Ma. Baoman
        - Si. Scionon

It was then necessary to find a topic to parallel each of the classifications chosen. Many textbooks, courses of study, and teachers of composition were consulted before the final list of topics was completed.

Following is a classified list of the topics included in the questionnaire.

the	questionnaire.	
1.	What I Want to Be	Vocations
2.	Caught in a Storm	Adventure
3.	Animals Need Care	Animals
4.	Why Every Boy and Girl Should Learn to Swim	Athletics
5.	The Value of Playgrounds	Civics
6.	The President of the United St	ates Contemporary Famous People
7.	If I Were Rich	Getting Rich
8.	How to Prevent Colds	Health
9.	Leaving a Note for Mother	Home Life
10.	The Funniest Story I've Ever H	eard Humor
11.	Monkey Business!	Indefinite Title
12.	A Wonderful Book	Literature
13.	My Favorite Song and Why I Lik	e It Music
14.	Fun at the Beach	Outdoor Activity
15.	Waiting for the Mail	Personal Experience
16.	How to Earn Money	Pupil Employment
17.	What I Like about the Sch	ool School

It was bloom necessary to find a topic to namelial each of the classifications chosen. Many textbooks, coursed of study, and teachers of composition were consulted before the first list of topics was completed.

Pollogian is a classified that of the topics included

- 4 4 - 4 - 1

1. What I want to be

2. desight in a Storm

3. Animals Need Cure

. Why Every Boy and Girl chould

miwe of monad

a period out to institute a

7. If I Were Hich

abled descent of soil .

s. Loaving a Mote ror Mother

10. The Punntest Story I've Ever Coard

insentant yearou . . .

10. A donderiel Sook

a new street and a

dosel only to mys . br

ic. weiting for the Mail

ic. welting for the mail

16. How to Gare homey

IT, Man I Like about the

Vocations

Adventure

SIR INA

Atinh shice

Relyio

doth author

Star omest

Indefinite Title

Corlow weelvite

Formanal Expend-

Fapil Manloymont

Lennos

pa London

18. Why We Give to the Community Fund Social Problems

19. A Trip I'd Like to Take Travel

20. Winning a Prize Winning Prizes

21. It Pays to Be Honest Ethics

22. Making a Snow Man Handwork

23. When I Was Very Young Children

24. My Neighbors People

25. Weather Forecasting Science

To neutralize the effect which its position on the list might have upon a topic, the list of topics was prepared in four different sequences. These lists may be found in the Appendix.

Before the lists were distributed, they were arranged in rotation so that five papers had to be passed out before one was duplicated.

The lists were then presented to the children who were to take part in the experiment. The children were asked to write L before the topics on which they would like to write and D before the topics on which they would dislike to write. In order that the children might feel free to express their preferences they were asked not to write their names on the questionnaires. To insure careful reading of the topics, however, the children were told that their highest choices would determine future assignments.

la. May we save to the Community Fund Social Proplems

10. A rein I'd hive to were Travel

so. Throtog a Pelso Strainer Tribos

21. It Page to be Monage day of

cowbirsh next work a tribute . sa

enfilled I was Very Young Obilities

24. My leichbors People

25. Reather Forecasting salend

To mertrelize the errort wiles its southles on the list of head in the list have upon a topic, the list of topics was propared in four directors. These lists may be found in the appendix.

Surpre the lists were distributed, they were serested to be rested out before the retailed out five papers and to be rested out before one was distributed.

The lists were then presented to the children were saled to the take part in the expendent. The abilities were saled to write sente is terfore the topics on which they would like to write and is before the topics on which they would dislike to write. In order that has callered about the feel they would dislike to write preferences they were saled not to write their names on the questionnaires. In the under the write their names on the angles, and the topics, and the topics, the oblighes were to the that their stand abotes.

The results of the questionnaire were tabulated. It was decided to use the six highest preferences as the topic assignments for this study. The following are the topics which were used:

- 1. What I Want to Be
- 2. A Trip I'd Like to Take
- 3. Fun at the Beach
- 4. How to Earn Money
- 5. What I Like about the School
- 6. If I Were Rich

Table I shows the rank order of preference which the children made for each topic.

Table I. Rank Order of Preference for Topics.

T	opic	Number Who Indicated Preference
1.	What I Want to Be	110
2.	A Trip I'd Like to Take	107
3.	Fun at the Beach	103
4.	How to Earn Money	96
5.	What I Like about the School	95
6.	If I Were Rich	91
7.	It Pays to Be Honest	89
8.	Animals Need Care	84
9.5	Why Every Boy and Girl Should Learn to Swim.	83

The results of the questionnairs were tabulated. It was decided to use the six highest preferences as the topic seat aments for this study. The following are the topics which were used:

- 1. Must I want to Be
- E. A Trin I'd bike to Take
  - S. Fun at the Beach
  - nomed arred of well . 4
- o. What I bike arout the \_\_ dencel
  - do If I Ware Rich

Table I shows the rank order of preference which the

Table 1. Hank Order of Fr. Carence for Tooles.

only redaught that the terminal that the termina		olgoP
- 011		
	dp I'm bike bu loke	
. 801	Date Dated	med .
	to barn money to	
	foodes and ducde sittl 1 :	ted# .
	dolh amon	1 24 .0
	eys to se donocttsomoh se ot eye	1 25 .
	Sand Care Book ale	
	Svery Dog and Stri Shared bears to	

Table I. (concluded)

	Topic	Number Who Indicated Preference
9.5	The Funniest Story I've Ever Heard	83
11.	A Wonderful Book	77
12.	Winning a Prize	76
13.	Leaving a Note for Mother	75
14.	My Favorite Song and Why I Like It	72
15.	Caught in a Storm	67
16.5	Why We Give to the Community Fund	64
16.5	Monkey Business!	64
18.	When I Was Very Young	63
19.	Making a Snow Man	61
20.	Waiting for the Mail	53
21.	My Neighbors	51
22.5	The Value of Playgrounds	50
22.5	The President of the United States	50
24.	How to Prevent Colds	33
25.	Weather Forecasting	23

Construction of situations. -- When the topic assignments to be used in this study had been determined according to the results of the above-mentioned questionnaire, it became necessary to construct situation assignments which would

Number Mo Indicated Preference	olger
	The Funniest Story I've Liver Heard
	winning a Fried
677	Leaving a Bote for bothor
	My Feworite Sons and May I Like It
	o. Conght In a Storms
48	burn yd immon and od avid aw gift c.a.
	Somkey Equipment Sommitted working a.
	a. when I was Very Young
55	o. dated of the bold
	1. My helghbars
	The value of Flagurounds
	E.s The President of the United States
	it. For to Fravent Colds
23	Washbar rordustinggaldast raddust .o.

Construction of situations. -- when the topic assignments to be used in this study had been decommined adopting to the results of the above-mentioned questionalie, it became recomments to an above-mentioned questionalie, it became

parallel these topics.

It was kept in mind while writing the situations that they must be within the real or the vicarious experience of the children; and that they must be situations which would elicit written response.

For the purpose of this study the topic assignment will be referred to as:

Topic I

Topic II

Topic III

Topic IV

Topic V

Topic VI

The situation assignments will be referred to as:

Situation I

Situation II

Situation III

Situation IV

Situation V

Situation VI

Following are the six topic assignments with their parallel situation assignments.

Topic I

What I Want to Be

. coldot esset leffered

It was kept in wind while writing the streations that they must be within the rest on the vicarious experience of they must be situations which would the children; and that they must be situations which would elicit written response.

lite throughtens signs and thus a this to cooping out to's

the of heare'ten un

I ofgot

II of roll

ITI pigni

VI obecT

V pluply

IV picol

the officetion as I ily stream tase notice it suf-

Situation

Situation II

III notification III

VI nokowasia

V nollmutie

IV notomidie

rollowing and bine six topic assignments with their

I pigoT

of ed took I don't

Situation I

What do you plan to do when you grow up?

Suppose that a wealthy man is running a contest in your local newspaper. He is asking boys and girls from nine to fourteen years of age to send to the paper compositions telling what they want to be when they grow up, and how they came to make their choices.

For prizes he is offering scholarships to help the winners to train for their chosen careers.

The first prize will be a \$500 scholarship; the second, a \$300 scholarship; and the third, a \$200 scholarship.

Send your entry in now. The decision of the judges will be final.

Topic II

A Trip I'd Like to Take

Situation II

Imagine that a travel agency is running a contest for boys and girls. You are asked to write a composition, describing a trip you would like to take.

Be sure to tell where you would like to go, how you would like to travel, and some of the interesting things you would hope to see and do while you were away.

The agency will publish the three best entries in its travel folder and arrange for the winners to take, with all expenses paid, the trips about which they write.

What do you plan to do when you grow un?
Suppose that a wealthy man is running a contest in your
local newspaper. He is asking boys and girls from nine to
fromteen years of ego to send to the paper compositions telling what they want to be when they grow up, and how they
come to make their civilcom.

For price he to offereing scholarships to half the win-

The first prize will be a 9500 scholership: the second.

a \$200 scholership; and the ibird, a \$200 scholership.

Sand your ender in now. The decision of the judges will be first.

II pigol

mist of mid his girl A

II motion its

learing that a trivel agency is ruming a contrat for boxs and sights. You are asked to write a composition, dor sorthing a trip you would like to take.

now word on our mill bloom now aredur lies of sens ad mould like to trevers of old bloom you would hope to see and do while you were away.

one agency will punitsh the three best entrains in the like witness to best, with all expenses and t, the tries about wide to the write.

Send your entry in now. The decision of the judges will be final.

Topic III

Fun at the Beach

Situation III

Make believe that you have just returned from a visit with your friend Mary and her family at their summer cottage in Old Orchard Beach, Maine.

You have had a wonderful time, swimming and playing on the beach. The amusements there reminded you of the ones at Revere Beach. Mary and her family did everything to make your stay a happy one. Whatever you wanted to do was the program for the day.

Write a letter to Mary, thanking her for the wonderful week you spent with her.

Topic IV

How to Earn Money

Situation IV

Your father has promised to pay your way to a camp in New Hampshire this summer. Your cousin Jimmy in Hamilton would like to go with you. His father is sorry to have to tell him that because of a strike in the factory where he works, he can't afford to send him to camp this year. If Jimmy goes to camp, he will have to earn money enough to

Send your entry in now. The decision of the judges will be final.

TIL object

Fun at the Leach ettuation III

with your iriend heary and her family at their nameer cottage in Old Granard weath, bains.

You have bed a wonderful time, swimming and playing on the beach. The samesments there reminded you of the ones at the beach. Many and her featly did everything to make your stay a mappy one. Chalever you wanted to do was the program for the day.

Wide a letter to any, tomicing bur for the wonderful

VI oluon

How to Burn Wones

Your father has provided to pay your way to a came in new hearthre this summer. Your court dimmy in handlion would like to go with you. "Is rather is sorry to have to bell him that mensues or a strike in the factor, where he works, no cen't allore to send him to came this year. If

pay his own way.

You want very much for Jimmy to go with you. Write him a letter suggesting one or more ways in which he might earn the money to go to camp.

Topic V

What I Like about the \_\_\_\_\_ School Situation V

Pretend that your mother has a sister in Winthrop who is sick and must go to a hospital for several months. She has a son, your Cousin John, who is just your age. The families decide that it will be best to have John stay with you in Lynn for the rest of the school year.

John agrees to the plan, but he likes his school in Winthrop and hates to leave it. He's afraid that he won't have such a good time at your school.

Try to cheer John up. Write him a letter, telling him all the reasons you can think of why you know that he will like the School.

Topic VI

If I Were Rich

Situation VI

All over the country people are talking about the large fortune which Bob Miller, a young Texan boy, has just inherited. Newspaper reporters are interviewing Bob to find

pay his own way.

You want very might for dimmy to go with you. Write him a letter suggesting one or none ways in which he might enuntie money to go to camp.

V slgoT

Struction V

restend that your mother has a sister in dishinon who is side and must go to a hospital for several months. Sine has a son, your Cousin John, who is just your are. The ismilles seeded that it will be best to have well stay with you in Lynn for the roat of the Lendl year.

John sames to the plan, but he likes his achool in Winthmap and hates to leave it. do's sired that he won't have such a good time at your cehool.

Try to obser John up. Welle him a letter, relling him all the reasons you can think of why you have that he will like the

IV pigoT

dolf even I TI

IV nollsmill

All over the country punche era balking about the large interior within ion Miller, a young Texas boy, has just in-

out what he plans to do now that he is rich.

The sponsor of Station WXZY feels that his radio audience would like to hear what other boys and girls think they would do, if like Bob Miller, they suddenly became wealthy. He asks you to write to the station, telling what you would do, if you were Bob. One dollar will be paid for each entry read over the air.

out what he clans to do now that he is rich.

The appears of Stutton WXZ feels that his radio andioned would like to hear shat other boys and girls think they sould do, in like dob idlier, they suddenly necesse sealthy. He sake you to write to the station, telling what you would do, if you were hob. One dollar will be paid for each entry road over the sir:

## CHAPTER III

#### CONDUCT OF THE EXPERIMENT

<u>Purpose.--</u> The aim of this experiment was to evaluate the relative effectiveness of the topic assignment and the situation assignment in fifth and sixth grade composition.

The study endeavored to present three findings:

- I. Which type of assignment produced the greater number of words?
- II. Which type of assignment produced the greater word enrichment?
- III. Which type of assignment produced the greater number of ideas?

Population. -- The experiment was conducted in Lynn, Massachusetts on a total population of 121 children. The group included two fifth and two sixth grade classes, all heterogeneous in grouping.

For statistical treatment the two fifth grade classes were designated as A and B, and the two sixth grade classes as C and D.

Time of writing compositions. -- The experiment began March 24, 1947 and went on for a period of six weeks with each child writing one composition a week.

# THE RETURNED

# TAMES OF THE EXPERIMENT

Furgose -- The aim of this experiment was to evaluate the test to easignment and the cold castgement and the sixte grade commost then.

The study endeavored to present three fladings:

- I. Which type of assignment produced the greater numbure of worder
  - II. smitch type of asal massit produced the specter word
- III. Which type of analyment produced the greater number of ideas.

Population .-- The experiment was conducted in Lynn,
Massachusetts on a total population of 121 children. The
group included two fifth and two sixts crude classes, all
heterogeneous in grouping.

Nor atatistical trestment the two ilitic grade classes were designated as A and D, and the two sinth grade classes as C and D.

neged freely early -- annition compositions -- The experiment began in the work with the base of the control of

Design of the experiment. -- The rotation method of experimentation was used in this study. A differential study, involving critical ratios, was made of the results of the two types of assignments in composition.

Table II shows the particular technique of rotation used. It will be observed that each week all the pupils wrote on the same subject. Two classes were given the topic assignment and the other two classes, the situation assignment. Classes having a topic assignment one week were given a situation assignment the next week. This method of rotation was employed until each child had written six compositions, three from topic assignments and three from situation assignments.

Table II. Method of Rotation.

La Loui	Class A	Class B	Class C	Class D
First Week	Topic I	Situation I	Topic I	Situation I
Second Week	Situation I	ITopic II	Situation II	Topic II
Third Week	Topic III	Situation II	Topic III	Situation III
Fourth Week	Situation I	VTopic IV	Situation IV	Topic IV
Fifth Week	Topic V	Situation V	Topic V	Situation V
Sixth Week	Situation V	ITopic VI	Situation VI	Topic VI

Design of the experiment. - The rotation method of experimentation was used in this about. A differential study. Involving critical ratios, was made of the results of the two types of assignments in composition.

Table II shows the particular technique of relation used. It will be observed that each week all the pupils wrote on the same subject. Two classes were given the topic assignment and the other two classes, the althation assignment as topic assignment one week were given a situation assignment the next week. This method of rotation was employed until each child had written six compositions, three from topic assignments and three from eithertion

Table II. Method of Rotation.

	O seefo	& ebsf0	A semil	
I noiseusin		Stimation	I sign	First Week
		II signiff	nothersta.	
II moitunaid	c	actionits on		Intro Veek
	noithmitte		noldendia	
		meltensts.	Topic V	Mean Maria
IV alcolary	nelteatie	IV olgority	nolitaution	Mook pixto

All classes received the same set of instructions so as to keep the experiment as standardized as possible.

Following are the instructions to which each teacher adhered.

- 1. Give all assignments equal emphasis.
- 2. Write topics on the blackboard. Give each child a copy of the situation on which he is to write.
- 3. Read the assignment to the class.
- 4. Allow children to use dictionaries.
- 5. Offer no suggestions and make no corrections.
- 6. Do not tell the pupils how long their compositions should be.
- 7. Give each child ample time to finish his composition.

Scoring. -- There were three bases for measurement in this study.

- 1. Length
- 2. Word enrichment
- 3. Ideas

Scoring for length. -- In scoring for length each word was counted separately and as many times as it was used.

Each word received a score of one point.

Scoring for word enrichment. -- In making this count all words not appearing on the Durrell Primary Remedial-Reading Vocabulary were counted. This list contains 90 per cent

Donald D. Durrell, Improvement of Basic Reading Abilities (New York: World Book Company, 1940), pp. 345-350.

All classes received the same set of instructions so es to keep the experiment as standardized as possible.

Following are the instructions to which each beacher adhered.

- . steadome luppe zinompieza file evit . f
- 2. Write topies on the classboard, Olve each child a copy of the situation on which he is to write.
  - S. Roud the sastgament to the class.
  - a. allow shildren to use dichionarios.
  - 5. Wiler no suggestions and make no corrections.
- 6. Do not bell the public how long their compositions should be.
- 7. Give each child arole bime to finish his compusition.

  Scoring. -- There were three benes for measurement in this study.
  - 0
  - S. Nove our bround
    - S. Leona

Vas counter separately and as many times as it was used.

back word received a score of one point.

words not appearing on the formal reimary Semedial-Seading Vocasulary revo counted. This list contains 90 per cent

<sup>-</sup>First pathe D. Larrell, Improvement of Andle Heading Abilit-

of the words ordinarily used in the written compositions of children in the intermediate grades. Each word counted received a score of one point.

The rules followed by Corson were adhered to in this study:

- 1. Each word was counted only once for each pupil. For example, a child may have used "hunt" several times, yet it is counted as one word.
- 2. Varying forms of the same word were not counted. A child may have used "hunt, hunts, hunted, hunter," etc. Only one form of the word was counted.
- 3. Contractions of words appearing on the first three levels of the list were not counted.
- 4. Different meanings of the same words were counted separately. In the sentences, "We saw a dog show," and "It showed how dogs are trained," two different meanings are expressed, and the word counted as two.

A copy of the Durrell Primary Remedial-Reading Vocabulary may be found in the Appendix.

Scoring for ideas. -- In scoring for ideas each idea was counted and given one point of score.

As in the study made by Acomb, 2 the method of scoring used followed the plan of the "Reading and Recall" test in

Hazel Corson, "Individual Differences in the Extent and Level of the Vocabulary Used by Intermediate Grade Children," Unpublished Master's Thesis (Boston: Boston University School of Education, 1938), p. 20.

<sup>&</sup>lt;sup>2</sup>Allan Acomb, "A Study of the Psychological Factors in Reading and Spelling," Unpublished Master's Thesis (Boston: Boston University School of Education, 1936), p. 40.

January Cont. of the Cont. of t

the ten-year level of the Stanford Binet Test, Form L.1

A copy of one composition submitted in this study is presented below. Following the composition is a list of the ideas which were given a score of one point each.

## Earning Money

There was an ad in the paper last week for a girl to take care of a baby girl. I applied and was accepted. I began work on Wednesday afternoon at 4:00 o'clock.

I took the little baby named Betty for a ride in her carriage. When I came back her mother asked me to stay until five o'clock.

She is a sweet baby, and it is fun to stay with her. I knit carriage covers and little sweaters for her. I go there every day.

Listed below are the ideas expressed in this composition.

- 1. There was an ad
- 2. in the paper
- 3. last week
- 4. for a girl
- 5. to take care of
- 6. a baby
- 7. girl.
- 8. <u>I</u>
- 9. applied

Lewis M. Terman and Maud A. Merrill, Meaning of Intelligence (New York: Houghton Mifflin Company, 1937), pp. 255-256.

the ten-year level of the Stanford Sinet Tost, Form 1.2

A copy of one cornolition assuitted in this study is
presented below, Following the composition is a list of the
ideas which were given a soons of one boint each.

# carning homey

There was an as in the paper last week for a girl to take care of a papy girl. I upriled and was accepted. I began work on "We head of a tempon at 4:00 o'clock.

I took the little want manes Detty for a ride in her carriage. When I come bank her nother saked me to stey intil live o'closk.

She is a sweet hour, and it 's run to atey wite her. I built dereidge dovers and little sweeters for her. I so there every hay.

lace and all to derive most will are voted batch!

-motor

- la Chare was an an
  - negan and il .S
    - doew that . C
    - tor a get .4
- S. to take ours of . S
  - dad e .a
    - Into .V
      - I .8
  - bolloud of

Level 1. Corner on the Paris of the Paris Common, 1967), of the

- 10. and was accepted.
- 11. I began work
- 12. on Wednesday
- 13. afternoon
- 14. at 4:00 o'clock.
- 15. I took the little baby
- 16. named Betty
- 17. for a ride
- 18. in her carriage.
- 19. When I came back
- 20. her mother
- 21. asked me
- 22. to stay
- 23. until five o'clock.
- 24. She is a sweet baby
- 25. and it is fun
- 26. to stay with her.
- 27. I <u>knit</u>
- 28. carriage covers
- 29. and little sweaters
- 30. for her.
- 31. I go there
- 32. every day.

- lo, and sus macapted
  - il. I bedan work
  - TE. of Neumaday
    - LD. urtarroun
  - ld, at 4:00 o'clock.
- 15. I took the Mettle baby
  - 16. named satty
    - 17. For a ride
  - la. in her corriage.
  - 19. When I came back
    - modden med .08
      - em bases . IS
        - gets of . SS
  - mirela'e svil films .os
  - E4. and le a sweet bany
    - ES. and it is its
    - 25. to star with her
      - Simi I .YS
      - SE. cardiago covore
  - 29, and little aventers
    - 50, for ben.
    - ol. I go thene
    - SZ. every day.

The writer feels that this method of scoring ideas, though subjective, has value when the scoring is performed by an impartial scorer.

The whiter feels that this method of scoring ideas though sobjective, was value when the scoring is certarned by an impertial scorer.

### CHAPTER IV

#### ANALYSIS OF THE DATA

The aim of this study was to evaluate the relative effectiveness of the topic assignment and the situation assignment in fifth and sixth grade composition.

The data were analyzed to determine:

- I. Which type of assignment--the topic or the situation-produced the greater number of words
  - 1. in the compositions of all the children?
  - 2. in the compositions of the fifth grade children only?
  - 3. in the compositions of the sixth grade children only?
  - 4. in the compositions of the boys only?
  - 5. in the compositions of the girls only?
- II. Which type of assignment--the topic or the situation-produced the greater number of words off the Durrell
  list
  - 1. in the compositions of all the children?
  - 2. in the compositions of the fifth grade children only?
  - 3. in the compositions of the sixth grade children only?
  - 4. in the compositions of the boys only?
  - 5. in the compositions of the girls only?

#### VI SEPTANO

## ATAC HIT TO SISYLAMA

The sim of this study was to svalante the rolative affectiveness of the topic susignment and the situation sasignment in fifth and sixth grade composition.

The date were analyzed to determine:

- I. Which type of assignment-the tools or the situation-
  - L. in the compositions of all the children
- e. in the compositions of the fifth, grade chiltren only
- 3. in the compositions of the sixth areas anildren only?
  - A. in the compositions of the boys only?
  - o. in the dompositions of the girls only i
  - II. Which type of saignment-the tople or the situation-produced the greater number of words off the Darrell
    list
    - 1. In the compositions of 11 the chillenn's
- 2. in the compositions of the fifth green children only.
- a. in the compositions of the sixth wide children only
  - 4. in the compositions of the boys only?
  - Tylm alel end to anothinogenes end at . 5

- III. Which type of assignment--the topic or the situation-produced the greater number of ideas
  - 1. in the compositions of all the children?
  - 2. in the compositions of the fifth grade children only?
  - 3. in the compositions of the sixth grade children only?
  - 4. in the compositions of the boys only?
  - 5. in the compositions of the girls only?

In interpreting the critical ratios obtained for each of the aspects of this study, the writer was guided by Mills. 1

If a given difference between hypothetical and observed values would occur as a result of chance only one time out of one hundred, or less frequently, we may say that the difference is significant. This means that the results are not consistent with the hypothesis we have set up. If the discrepancy between theory and observation might occur more frequently than one time out of one hundred solely because of the play of chance, we may say the difference is not clearly significant. The results are not inconsistent with the hypothesis. The value of T (the difference between the hypothetical value and the observed mean in units of the standard error of the mean) corresponding to a probability of 1/100 is 2.576. One hundredth part of the area under a normal curve lies at a distance from the mean, on the axis, of 2.576 standard deviations or more. Accordingly, tests of significance may be applied with direct reference to T, interpreted as a normal deviate (i.e., as a deviation from the mean of a normal distribution expressed in units of standard deviation). A value of T of 2.576 or more indicates a significant difference, while a value of less than 2.576 indicates that the results are not inconsistent with the hypothesis in question.

<sup>&</sup>lt;sup>1</sup>Frederick C. Mills, Statistical Methods, Revised (New York: Henry Holt and Company, 1938), p. 471.

III. Which type of sasignment -- the topic or the situation --

I. in the compositions of all the children's

2. In the compositions of the fifth grade children only!

5. In the compositions of the sixth grade children only?

4. in the compositions of the coys only?

Tylno slain out to anothicogmos end at .a

La interpreting the oritical ratios obtained for each

of the sapects of this study, the writer was guined by

". B.D.S. 1-16

observed release would occur as a result of onese observed release would occur as a result of onese observed related and the olivers are and related. Or less respectively we may any that the difference is significant. This we may any that the results are not consistent with the results are not consistent with the results are not repeated by the one in the observed on the olivers and one time out of one hundred solely the not because of the play of respectively the one is a mot of any algorithms. The results are not inconsistent with the nypothesis. The value of T the observed mean in units of the standard error of the mean; corresponding to a propositive of it. See and a see the mean; or results at a standard error of the exist of the of the exis

Production 1. Hills, Mantiotidal Mathods, Novised (New Lorest Lenny Molt and Company, 1955) p. 471.

The tables which follow give critical ratios for each of the fifteen aspects listed at the beginning of this chapter.

Table III. Number of Words Written by All the Children for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.	
Topic	90.29	1.52	4.20	2.14	1.96	
Situation	86.09	1.51	4.20	2.14	1.90	

Table III shows a comparison of the mean number of words written by all the children for three topic and three situation assignments.

The mean number of words written for topic assignments was 90.29 compared with a mean of 86.09 for situation assignments. This showed a difference of 4.20 words in favor of the topic assignment.

The standard error of the mean for topic assignments was 1.52 compared with 1.51 for situation assignments, making a standard error of difference of 2.14.

The critical ratio of 1.96 was not statistically significant.

The tables which follow give oritical ratios for each of the fifteen aspects Itshed at the beginning of this chapter.

Table III. Number of Words Written by All the Onildren for Tonic vs Situation Assignments.

	S.E. Miff.			Mean
50 1	MI.8	4.20	1.08	Topic 90.23
06.1	-1.	VS. F	1.51	80.88outserff8

Table III shows a comparison of the mean number of words written by all the children for three topic and three situation assignments.

The mean number of words written for topic assignates was 90.29 compared with a mean of 86.00 for altuation assignments. This showed a difference of 4.20 words in taver of the topic sestimment.

The abundand strong of the mean for topic assignments was 1.52 compared with 1.51 for altheiton sasignments, naking a standard error of difference of M.14.

The oritical rutto of 1.98 was not statistically significant.

Table IV. Number of Words Written by Fifth Grade Children for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.	
Topic	92.74	2.48	10.57	3.26	3.24	
Situation	82.17	2.12	10.07	8.80	0.21	

Table IV shows a comparison of the mean number of words written by 55 fifth grade children for three topic and three situation assignments.

The mean number of words written for topic assignments was 92.74 compared with a mean of 82.17 for situation assignments. This showed a difference of 10.57 words in favor of the topic assignment.

The standard error of the mean for topic assignments was 2.48 compared with 2.12 for situation assignments, making a standard error of difference of 3.26.

The critical ratio of 3.24 was statistically significant.

Table IV. Number of Words Written by 11fth Brade Children for Topic ve Eltistion Assignments.

	8.E. Diff.	. AXA			
2.84	32.5			92.74	Topic
20.0	04.0		81.8	38.17	Situation

Table IV shows a comparison of the mean number of words westten by 55 fifth grade children for three topic and three situation wasignments.

The mean number of words written for topic sasignments was 32.74 compared with a mean of 82.17 for situation assignments. This showed a difference of 10.57 words in favor of the topic assignment.

The standard error of the dem for topic analyments.

was E.48 compared with E.12 for all usifor easignments.

making a standard prove of difference of 3.86.

Justitho is allegistideds new 23.8 to older landsten and

Table V. Number of Words Written by Sixth Grade Children for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.
Topic	88.26	2.00	1.12	2.86	.39
Situation	ituation 89.38 2.05		1.10	2.00	

Table V shows a comparison of the mean number of words written by 66 sixth grade children for three topic and three situation assignments.

The mean number of words written for topic assignments was 88.26 compared with a mean of 89.38 for situation assignments. This showed a difference of 1.12 words in favor of the situation assignment.

The standard error of the mean for topic assignments was 2.00 compared with 2.05 for situation assignments, making a standard error of difference of 2.86.

The critical ratio of .39 was not statistically significant.

Terlido obera ditala ud meddini abrok to redamil .V efdel

	Meek .E. 3	Diff.	.Tt.10 .Z.8	G.R.
			-	
	20.8	SI.I	8,86	88.

Table V shows a comparison of the mean number of words workton by de sixth grade chill ron for three touts and three situation seed mosents.

wes 03.20 compared with a mean of 03.00 for attimution easignments.
This showed a difference of 1.12 words in favor of the silve silve of a difference of 1.12 words in favor of

The eritical ratio of . So was not stutistically sig-

Table VI. Number of Words Written by Boys for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.
Topic	86.79	2.18	2.59	3.05	.85
Situation	84.20	2.14	2.00	0.00	.00

Table VI shows a comparison of the mean number of words written by sixty-four boys for three topic and three situation assignments.

The mean number of words written for topic assignments was 86.79 compared with 84.20 for situation assignments.

This showed a difference of 2.59 in favor of the topic assignment.

The standard error of the mean for topic assignments was 2.18 compared with 2.14 for situation assignments, making a standard error of difference of 3.05.

The critical ratio of .85 was not statistically significant.

Table VI. Number of Words Written by Boys for Tonic vs.

.E.D	S.E. Diff.	S.E. Mean		
			87,88	igcT
00.	60.0	8.14	08.25	Situation

Table VI shows a companison of the mean number of words written by sixty-four boys for three tors, topic and three althation assignments.

The mean number of words writish for topic malgraphs was 86.79 compared with 84.20 for officialian assignments.
This showed a difference of 8.50 in favor of the topic east great.

The abandand orner of the mean for topic assignments.

La compared with 2.14 for dituation assignments.

Miking a standard error of difference of 2.05.

-yis vilasitatete for esw dr. to older Espitics out

Table VII. Number of Words Written by the Girls for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.	
Topic	94.28	2.23	6.02	3.11	1.94	
Situation	88.26	2.17	0.02	0.11	1.94	

Table VII shows a comparison of the mean number of words written by fifty-seven girls for three topic and three situation assignments.

The mean number of words written for topic assignments was 94.28 compared with 88.26 for situation assignments.

This showed a difference of 6.02 words in favor of the topic assignment.

The standard error of the mean for topic assignments was 2.23 compared with 2.17 for situation assignments, making a standard error of difference of 3.11.

The critical ratio of 1.94 was not statistically significant.

Table VII. Number of words Written by the Girls for Topic

	8.E. Diff.	. 12.50	B.E. Mean		
			88.8	69.00	
1.04	8.11	80.8	2.17	89.88	moldaudie

Table VII shows a comparison of the mean number of vener words written by fifty-seven girls for three topic and three situation assignments.

The mean number of words written for topic assignments was 94.28 compared with 88.26 for althabion ussignments.
This showed a difference of 6.02 words in fever of the topic assignment.

The standard error of the mean for topic sasignments, making was 2.25 compared with 2.17 for elimetion sasignments, making a standard error of difference of 5.11.

The unities ratto of 1.9d was not statistically sig-

Table VIII. Number of Words off the Durrell Primary Remedial-Reading Vocabulary, Written by All Children for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.
Topic Situation		.28	.69	.43	1.60

Table VII shows a comparison of the mean number of words off the Durrell Primary Remedial-Reading Vocabulary written by all the children for three topic and three situation assignments.

The mean number of words off the list written for topic assignments was 9.82 compared with a mean of 10.51 for situation assignments. This showed a difference of .69 words in favor of the situation assignment.

The standard error of the mean for topic assignments was .28 compared with .32 for situation assignments, making a standard error of difference of .43.

The critical ratio of 1.60 was not statistically significant.

Table VIII. Number of Jorda off the Enreal Primary Revested-Seadir: Vecalular, Writeen to All Unilaren for Toula ve Situation Asstances.

	.1770 .5.5				
				88.0	
1.60	594	69.	88.	10.01	Situation

The VII shows a comparison of the con number of words off the Durrell Prince Remedial-Sessing Versionary written by all the children for three tools and three office tion essignments.

The strangers are not the mean for touts east quantity as the menta, resing a standard nerve of the areas of .43.

The oritical ratio of 1.60 was not statistically significant.

Table IX. Number of Words off the Durrell Primary Remedial-Reading Vocabulary, Written by Fifth Grade Children for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.
Topic	8.68	.37	.93	.52	1.79
Situation	9.61	.36	• 50	.02	1.75

Table IX shows a comparison of the mean number of words off the Durrell Primary Remedial-Reading Vocabulary, written by 55 fifth grade children for three topic and three situation assignments.

The mean number of words off the list written for topic assignments was 8.68 compared with 9.61 for situation assignments. This showed a difference of .93 words in favor of the situation assignment.

The standard error of the mean for topic assignments was .37 compared with .36 for situation assignments, making a standard error of difference of .52.

The critical ratio of 1.79 was not statistically significant.

Taule IX. Number of sords off the Durrell Primary Remedialnesding Vocabelary, written by Fifth drade Children for lopic vs ditestion Assignments.

	1111 .4.0	. LILL.	mem .a.2		
1.70			.37	68.8	Topic
01.42	5.0.	86.	- 38.	18.6	noideudie

Table IX chows a comparison of the mean number of words off the Downell Frienty Namedial-Neading Vocabulary, written by 55 fitth grade didlinen for three topic and three altustion assignments.

The Moan number of words of the list written for topic assignments was 5.50 compand with 9.61 for attention assignments. This showed a difference of .95 words in favor of the situation assignment.

galier , strengered with .50 for stressed value and manufacture of the strengered with .50. for stressed value as standard or to the strengered arter of difference of .50.

The oritical retto of 1.72 was not statistically sig-

Table X. Number of Words off the Durrell Primary Remedial-Reading Vocabulary, Written by Sixth Grade Children for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.
Topic Situation			.51	.62	.82

Table X shows a comparison of the mean number of words off the Durrell Primary Remedial-Reading Vocabulary written by 66 sixth grade children for three topic and three situation assignments.

The mean number of words off the list written for topic assignments was 10.75 compared with a mean of 11.26 for situation assignments. This shows a difference of .51 words in favor of the situation assignment.

The standard error of the mean for topic assignments was .42 compared with .46 for situation assignments, making a standard error of difference of .62.

The critical ratio of .82 was not statiscally significant.

Table X. humber of words off the Durell Spinary Hemodial-Beading Voquind Ty, Britter by Sixth Grade Onllading dren for Toda va Situation assignments.

.E.D		DATE.	naas "I.8	
SS.	88.	18.	SA. DA.	Topic 10.75

Table X shows a comparison of the ween number of words of the Durrell Primary Remedial-Resident Vocabulary welkten by ou sixth grade children for three topic and three situation sestimments.

The meet number of words off the list written for hopic essignments was 10.7s compared with a meet of 11.25 for attraction essignments. This above a difference of .5l words to favor of the situation essignment.

The standard error of the rest for topic salignments, method was .42 compared with .44 for situation salignments, method a standard error of difference of .65.

-ule vilentiate for the Ma. To older tunistee gall

Table XI. Number of Words off the Durrell Primary Remedial-Reading Vocabulary, Written by the Boys for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.	
Topic	9.61	.40	1.02	.59	1.73	
Situation	10.63	.44	1.02	• 5 8	1.75	

Table XI shows a comparison of the mean number of words off the Durrell Primary Remedial-Reading Vocabulary written by sixty-four boys for three topic and three situation assignments.

The mean number of words off the list written for topic assignments was 9.61 compared with 10.63 for situation assignments. This showed a difference of 1.02 in favor of the situation assignment.

The standard error of the mean for topic assignments was .40 compared with .44 for situation assignments, making a standard error of difference of .59.

The critical ratio of 1.73 was not statistically significant.

Table XI. Number of words off the Durrell beingry Hemodialdescing Vocamilary, Written by the Boys for Topic vs -itsetion-westgments.

.e.c	.1110 .8.8		mesti .u.a	
1.73	Cia	1.02		Toplo

Table XI shows a comparison of the mean number of words off the Durrell Estmany Numedial-Roading Vocabulary written by sixty-four coys for three topic and tomos situation and tomos situation

The mean maker of words off the list written for tools as easymments was 0.01 compared with 10.65 for situation as easymment.

This situation assignment.

The standard error of the mann for topic meaturents, making a standard error of the standard error of difference of .50.

The oritinal ratio of 1.75 was not statistically at --

Table XII. Number of Words off the Durrell Primary Remedial-Reading Vocabulary, Written by the Girls for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.
Topic Situation	100	.35 .45	.30	.57	.53

Table XII shows a comparison of the mean number of words off the Durrell Primary Remedial-Reading Vocabulary, written by fifty-seven girls for three topic and three situation assignments.

The mean number of words off the list written for topic assignments was 10.06 compared with 10.36 for situation assignments. This showed a difference of .30 in favor of the situation assignment.

The standard error of the mean for topic assignments was .35 compared with .45 for situation assignments, making a standard error of difference of .57.

The critical ratio of .53 was not statistically significant.

Table 311. Number of Words off the Engral Primary demands.
Sending Vocabulary, Written b. the Girls for Topic vs. Situation Asst presents.

.н.о	S.E. DIEF.	. 1230	asa .a. g		
			88.	10.06	oliqoli
36.	36. 76.	08.	C.P.	1 . 2 .	MO Literaj 18

Table XII shows a compassion of the mean number of words of the Derrell Frimary Remodial-Reading Vocabulary, written by fifty-seven girls for three table and three situation assignments.

The mean number of words of the list written for topic east numerica was 10.06 companed with 10.56 for so students of the several of the several of the several of the several of the street of the several of the sever

anther . So compared with . 45 tor giftstion assignments, making a standard arror of difference of . VG. 10 persons of . VG. 10 pers

-jis vilnalisticis ion saw 55. to older leolitic enT

Table XIII. Number of Ideas Expressed by All Children for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.	
Topic	25.55	.46	.25	•66	.37	
Situation	25.30	.47	• 20	•00	.57	

Table XIII shows a comparison of the mean number of ideas expressed by all the children for three topic and three situation assignments.

The mean number of ideas expressed for topic assignments was 25.55 compared with a mean of 25.30 for situation assignments. This showed a difference of .25 in favor of the topic assignment.

The standard error of the mean for topic assignments was .46 compared with .47 for situation assignments, making a standard error of difference of .66.

The critical ratio of .37 was not statistically significant.

Table XIII. Number of Ideas Expressed by Ala Children for

		maeM .A.E.	Diff.	.m. Diff.	.5.0
tgol	20.65	84.		75. 85.	
nottentt	08.68		.25		VG.

Teble XIII shows a comparison of the mean number of these expressed by all the children for three topic and three either to easterments.

The news states of ideas expressed for topic waiten ments was 25.55 compared with a news of 25.85 for althorium to rover at 25.85 in favor of the topic sasignment.

The standard error of the man tor topic assignments was .46 compared with .47 for situation sentymants, making a standard error of difference of .50.

The orthical robin of .37 was not statistically sig-

Table XIV. Number of Ideas Expressed by Fifth Grade Children for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.
Topic	24.85	.67	2.35	.92	2.55
Situation	22.50	.63	2.00	• 02	2.00

Table XIV shows a comparison of the mean number of ideas expressed by 55 fifth grade children for three topic and three situation assignments.

The mean number of ideas expressed for topic assignments was 24.85 compared with 22.50 for situation assignments.

This showed a difference of 2.35 in favor of the topic assignment.

The standard error of the mean for topic assignments was .67 compared with .63 for situation assignments, making a standard error of difference of .92.

The critical ratio of 2.55 was not statistically significant.

Table XIV. harber of Ideas Expressed by Fifth Grade Children for Toole vs Stueblon assemments.

6.E.	S.E. Diff.	. 17.10	S.S. Meen	Menn
20.55		20.0	Vo.	16.48algol
00.0	50.5		89.	DB.BS Poltantis

To the name of the comparison of the case number of these some such the same to the tonic sent to the same state of the tonic sent three states and three states and three states.

The mean number of ideas expressed for topic scalenments was 24.35 compared with 22.30 for attuables assignments.
This showed a difference of 2.22 in fayor of the topic sastanders.

The standard error of the mean for topic medical adding the standard with .45 for althoughton assignments, awking a standard error of difference of .32.

The oritical ratio of 2.55 was not chatistically significant.

Table XV. Number of Ideas Expressed by Sixth Grade Children for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.	
Topic Situation		.64	2.30	• 95	2.42	

Table XV shows a comparison of the mean number of ideas expressed by 66 sixth grade children for three topic and three situation assignments.

The mean number of ideas expressed for topic assignments was 26.10 compared with a mean of 28.40 for situation assignments.

The standard error of the mean for topic assignments was .64 compared with .70 for situation assignments, making a standard error of difference of .95.

The critical ratio of 2.42 was not statistically significant.

Tuble XV. Number of Ideas impressed by Sixth Grade Children for Tople vs Situation Assignments.

.s.o	S.E. DIFF.	Dift.	E.H. Mean		
24.2		06.3	40.	86.10	lgoT
	Ct.		.70		Situation

anobi to reduce mean edd to medragmon a sends VX edda?

bus sired acres not northward oblitation for three tools and

three situation sentyments.

The mean number of ideas expressed for topic assignments

The standard order of the mean for topic sastgments, waking assignments, asking a standard order of the standard of .36.

The oritin I rutto us U. di was not ristintinelly sig-

Table XVI. Number of Ideas Expressed by the Boys for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.	
Topic	24.05	.63	.90	.97	.93	
Situation	24.95	.74	• 90	• 5 (	.95	

Table XVI shows a comparison of the mean number of ideas expressed by sixty-four boys for three topic and three situation assignments.

The mean number of ideas expressed for topic assignments was 24.05 compared with 24.95 for situation assignments. This showed a difference of .90 in favor of the situation assignment.

The standard error of the mean for topic assignments was .63 compared with .74 for situation assignments, making a standard error of difference of .97.

The critical ratio of .93 was not statistically significant.

Table AVI. Number of Ideas Expressed by the Boye for Posts was Situation Assignments.

		MREAL , 3.6		BIR. DASS.	.H.0
bigol	60.08	36.	00.		38. 79.
golderdik	ā6 , 48	DV.		1.6.	

less ormessed by alaky-four boys for three topic and three situation assignments.

The meet number of ideas expressed for topic ausignments.

This showed a difference of .90 in Tayor of the situation usefgrant.

The standard error of the most for told sasignments, raking was .55 compared with .74 for situation assignments, raking a standard error or difference of .37.

The original rest of . In west not start size of . In all the size of the size

Table XVII. Number of Ideas Expressed by the Girls for Topic vs Situation Assignments.

	Mean	S.E. Mean	Diff.	S.E. Diff.	C.R.
Topic Situation		.71 .65	1.50	.96	1.56

Table XVII shows a comparison of the number of ideas expressed by fifty-seven girls for three topic and three situation assignments.

The mean number of ideas expressed for topic assignments was 27.20 compared with 25.70 for situation assignments. This showed a difference of 1.50 in favor of the topic assignment.

The standard error of the mean for topic assignments was .71 compared with .65 for situation assignments, making a standard error of difference of .96.

The critical ratio of 1.56 was not statistically significant.

Taule Myll. Mumber of Ideas Expressed by the Cirls for

.H.0	S.E. 1127.	.11/0	S.S. Mean		
			IT.	08.72	
QU.L	30.	1.50	38.	25.70	netsmodil

Table IVI shore a companiant of the number of ideas expressed by filter-seven girls for three tops and three situation santaments.

The mean number of these expressed for topic next and means at a 27.80 companed with Me. VO for althoughton sestion means. This showed a difference of 1.50 in favor of the topic sestionment.

puller, stream tess continuents not the norm brebrete and puller, taking the seathments, making a standard error of difference of .00.

The oritical rate of 1.55 was not stationally six-

#### CHAPTER V

#### SUMMARY AND CONCLUSIONS

#### Summary

Purpose of study. -- The purpose of this study was to evaluate the relative effectiveness of the topic assignment and the situation assignment in fifth and sixth grade composition.

Three criteria were used to judge the two types of assignments.

- I. Which assignment produced the greater number of words?
- II. Which assignment produced the greater word enrichment?
- III. Which assignment produced the greater number of ideas?

Summary. -- The study was conducted in Lynn, Massachusetts on a total population of 121 pupils. The group included two fifth and two sixth grade classes, all of heterogeneous grouping.

Six topic assignments and six situation assignments were used in this study. The topic assignments were the six highest preferences made by the children from a list of

# OHAPURE V. SULLAND COLORIDE THE

#### Simmury

rurnose of study. -- The purpose of this obudy was to evaluate the relative of the tools and the tools and the studt on eastgament in fifth and strib great composition.

Tores or there were nest to judge the two types of

To redure reduced the transmitted data . I

II. milen assimmet produced the greater word enviole

ill. which againment proceed the quouter runer of

Dur-new. -- The study was condicted in Lynn, Maleschitz on a total possibilities of 121 minile. The group included two state grode cleases, all of interconsover

Six topic sant process as a six of the six althoughton each process were the six at the conto each process the six of the contour six of the conto

twenty-five topics covering a wide range of interests. Six situation assignments were written to parallel the six topics chosen.

The experiment lasted six weeks with each child writing one composition each week.

The rotation technique of experimentation was used. Each week all the children wrote on the same subject. Two classes were given the topic assignment and the other two classes, the situation assignment. Classes having a topic assignment one week were given a situation assignment the next week. This method of rotation was used until each child had written six compositions, three from topic assignments and three from situation assignments.

## Limitations of the study .--

- 1. Only 121 pupils took part in the study.
- 2. No differentiation was made between the performance of the children of high mentality and the performance of the children of low mentality.

twenty-five topics covering a wide range of inte wate. Six altestion assignments were written to parallal the six topics chosen.

The experiment Lasted air weeks with each oblid writing one composition each week.

The rotation technique of experimentation was used.

Each week all the children whole on the same subject. Two
clusses were given the topic nasignment and the other two
clusses, the struction westgnment. Clusses having a topic
assignment one week were given a situation assignment the
next week. This method of rotation was used until sach onlid
had written six compositions, three from topic sustgnments.

# -- . Those out to unnestablished

- I. waly 121 pupils took part in the study.
- a de differentiacion was made between the performance
- . The calleren of low marketty and the particular

#### Conclusions

Conclusions. -- The data obtained from this study were analyzed statistically with the following conclusions:

- 1. The results indicate that in fifth and sixth grade composition neither the topic assignment nor the situation assignment has any important advantage over the other type of assignment in eliciting fluency, word enrichment, or ideas.
- 2. The topic assignment produced greater fluency in the compositions of all the children, the fifth grade children, the boys, and the girls. However, the difference was statistically significant only in grade five, where there was a critical ratio of 3.24.
- 3. The situation assignment produced greater fluency in the compositions of the sixth grade children only. The difference, however, was not of statistical significance.
- 4. The situation assignment produced greater word enrichment in all of the aspects analyzed, but the differences were not of statistical significance.
- 5. The topic assignment produced more ideas in the compositions of all the children, the fifth grade children, and the girls. The differences were not statistically significant.

#### Conclustons

constraints and the che control of the state of the state

- 1. The results indicate that in fifth and sixth proce composition neither the kopic assignment nor the althought on assignment has any important advantage over the other type of assignment in eliabling fluency, word employent, or ideas.
- entitled and ment promoned greater fluency to the compositions of all the children, the fifth trade ontitions, the crys, and the itels. However, the difference was statically significant only in grade five, where there was a aritical ratio of and five.
- the uttition assignment produced greater fluency
  (a the difference, however, was not of atational sig-
- . The attestion mastanment produced prester word enrichment in all of the appeals analyzed, but the differances were not of statistical algorificance.
  - o. The topic essignment produced more ideas in the compositions of all the children, the fifth conds obtident, and the girls. The differences were not attached the distinct and.

- 6. The situation assignment produced more ideas in the compositions of the sixth grade children and the boys, but the differences were not of statistical significance.
- 7. The findings in grade six were consistent to the extent that there were slight differences favoring the situation assignment in all of the aspects analyzed: fluency, word enrichment, and number of ideas. These differences, however, were not statistically significant.

## Suggestions for further research .--

- 1. Try the same experiment on a larger population of fifth and sixth graders.
- 2. Set up the same type of study for grades seven and eight.
- 3. Conduct the same type of experiment under the following conditions:
  - a. Let the children indicate their likes and dislikes for twenty-five or more situation assignments.
  - b. Write topic assignments to parallel their six highest choices in situation assignments.
- 4. Repeat the experiment to determine:
  - a. Which type of assignment produces the greater response among bright children?

- 6. The altuation usuignment produced nore that in the dompositions of the sixth grade uniloren and the coupositions of the differences were not of statistical significance.
- V. The Findings in grade als were consistent to the extention that there were alight differences forwaring the structure of the attustion assignment in all of the expects and problem of the samples of the samples differences, were not attituded that the samples differences, bosower, were not attituded the samples of the

## Suggestions for sustant passars. --

- 1. The the same experient on a language area est ve? . I
- is. Set up the amme type of story for grades anvor and
- a. conduct the same type of experiment under the fal-
- Likes for twenty-five or more altuation assign
  - als which tollies and enacympass of the six of the six of the state of
    - angust the experient to determine
  - and the state of t

- b. Which type of assignment produces the greater response among average children?
- c. Which type of assignment produces the greater response among slow children?
- 5. Set up an experiment to determine the relative effectiveness of contest situations and letter-writing situations.

b. Alden type of east mash produces the prechen

e. Which type of assignment produces the greater response among slaw children!

and in a superior of the sections of the relative of the sections of the sections of the sections of the sections.

#### BIBLIOGRAPHY

- Acomb, Allan. "A Study of the Psychological Factors in Reading and Spelling," Unpublished Master's Thesis, Boston University School of Education, Boston, 1936.
- Anderson, Mary F. "On Carrying Water in Sieves," The English Journal (June, 1931), 20:474-478.
- Coleman, J. H. Written Composition Interests of Junior and Senior High School Pupils, Contributions to Education, No. 494. New York: Teachers College, Columbia University, 1931. 117 pp.
- Corson, Hazel. "Individual Differences in the Extent and Level of the Vocabulary Used by Intermediate Grade Children," Unpublished Master's Thesis, Boston University School of Education, Boston, 1938.
- Dewey, John. Interest and Effort in Education. New York:
  Houghton Mifflin Company, 1913. 102 pp.
- Donovan, Martin W. "An Experimental Evaluation of the Relative Effectiveness of Two Methods of Composition Assignments in Stimulating Ideas," Unpublished Master's Thesis, Boston University School of Education, Boston, 1947.
- Driggs, Howard R. Our Living Language. Chicago: The University Publishing Company, 1920. 302 pp.
- Durrell, Donald D. Improvement of Basic Reading Abilities. New York: World Book Company, 1940. 407 pp.
- Haskell, Jean. "Improving Written English thru Group Composition," The National Elementary Principal, Twentieth Yearbook (July, 1941), 339-345.
- Hitchcock, Alfred M. Bread Loaf Talks on Teaching Composition. New York: Henry Holt and Company, 1927. 120 pp.
- Laidley, Mary F. "Composition Interests of Junior High School Pupils," The English Journal (March, 1925), 15:201-209.
- Littwin, Maxwell F. "An Experimental Investigation of the Effect of Method of Presentation upon the Imaginative Quality of Descriptive Writing among Elementary-School Pupils," The Journal of Experimental Education (September, 1935), 4:44-49.

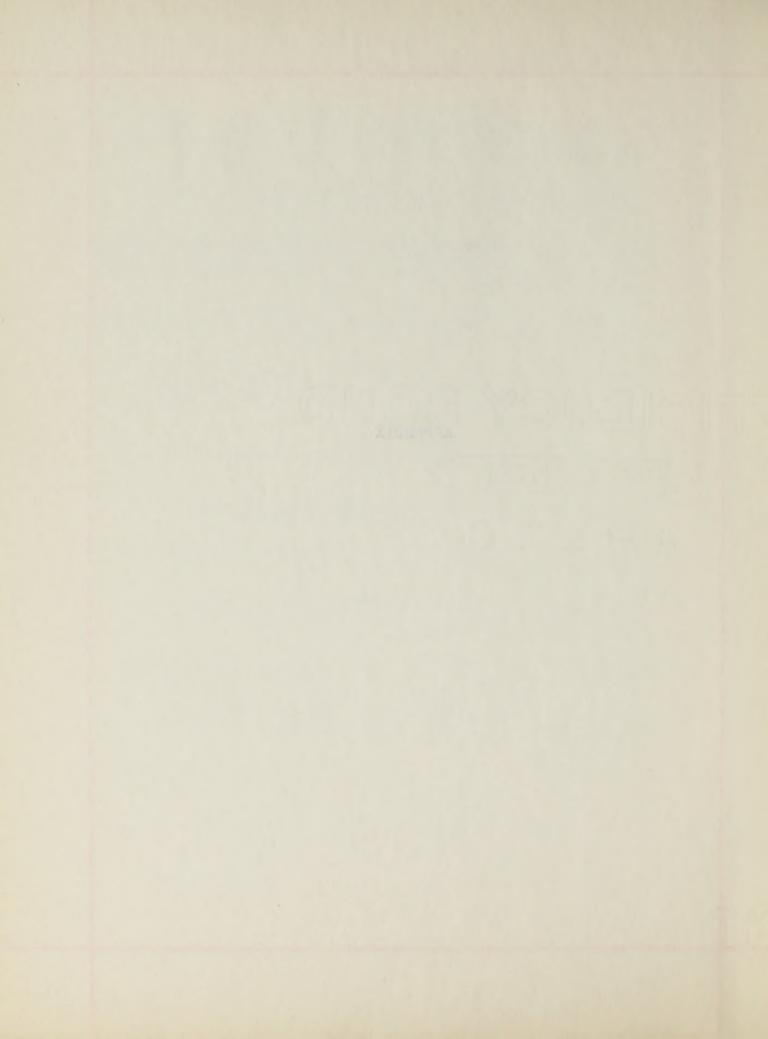
#### YOUR SHOULD BE THE

- Reading old and librar, " Uncubilshed Dastor's Thesis Soston University Solved of Education, Boston, 2086.
- Anderson, bury F. "On Carrytha Water in Staves." The bandlab
- Semior High soloof rugils, dentriculture to delection, and semior High soloof rugils, dentriculture to delection, we tork: Teachers College, Columbia Interestry, 1901. 147 pp.
- Corson, casel. "Individual Differences in the bot art and Loved of the Vocated by in urmediate areas by interesting the case of Unpolitated Asserts There are Santon University Entrol of Education, Egypon, 1935.
  - Dewey, John, Internat and Milort in Mondition, Any More:
  - Donoven, earlies a Experimental Evaluation of the Date of Theorem of Theorem Date of Theorem Date
    - Drings, Howard I. der stying Lamenta. Chi on on The Uni-
    - Derruit, Lord D. Langay man D of Bash Rolling & 11111 der
- in the land was the common of the control that the control compand the control of the control of
  - Lecond and deal of the series and following 1950 and the series are the series and the series and the series are the series are the series and the series are the series
    - Land To establish the internation of Fold ( 1926) , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 , 1926 ,
  - blicker, career it. "An interimental sure interior of the traction (dept. Fig. 2. ) In downer of the original or traction (dept. traction, the original or traction of the original origina

- Lyons, Catherine. "An Evaluation of the Relative Appeal of Reading Assignments," Unpublished Master's Thesis, Boston University School of Education, Boston, 1943.
- McKee, Paul. Language in the Elementary School. New York: Houghton Mifflin Company, 1939. 500 pp.
- Meadows, Leon R. A Study of the Teaching of English Composition in Teachers Colleges in the United States, Contributions to Education, No. 311. New York: Teachers College, Columbia University, 1928. 95 pp.
- Mills, Frederick C. Statistical Methods (Revised). New York: Henry Holt and Company, 1924. 746 pp.
- Nicholson, George H. "An Experimental Evaluation of the Results Obtained by Two Types of Composition Assignments," Unpublished Master's Thesis, Boston University School of Education, Boston, 1939.
- Seeley, Howard F. On Teaching English. New York: American Book Company, 1933. 391 pp.
- Sheridan, Bernard M. Speaking and Writing English. New York: Benjamin H. Sanborn Company, 1917. 162 pp.
- Smith, Dora V. "The Danger of Dogma Concerning Composition Content," The English Journal (June, 1926), 15:414-425.
- Stewart, Dorothy H. "Children's Preferences in Types of Assignments," Unpublished Master's Thesis, Boston University School of Education, Boston, 1945.
- Terman, Lewis M., and Maud Merrill. Measuring Intelligence. New York: Houghton Mifflin Company, 1937. 461 pp.
- Zyve, Claire T. "Conversation among Children," Teachers College Record (October, 1927), 29:46-61.

- lyana, detmerine. "An welcotion of the Helabive logosl of needing test greater's Tracks, Boston University Second of Edwestion, Buston, 1842.
  - ackee, Pani. Language in the Mammatary School. New Yorks Houghton Willia Company, 1959. 800 pp.
- Meadows, Leon B. & Stady of the Seaching of the Stad Someosition in Teachers Colleges in the Smited States, Contributions to Education, Mr. 511. New York: Seachers College. Columnia University, 1986, 95 pp.
- Alla, tredestat D. Statistical Landing the Device of the Park of t
  - Micholson, Jeorge H. "An Ergericontal evaluation of the Respondent of United Assignments," Unpublished Mater's Thesis, Doston University School of Engetion, Doston, 1999.
  - Seeley, Noward P. On Prioring brillen. dew York: west onn'
- Shartdan, bernard M. Spearing and mriting link. New York:
  - Saith, bors V. "The Danger of Dogma Concerning Concerning Content " The English Company Come, 1980, 1980, 1980,
    - Shewart, Dorotty W. "Gutland 'samenter 's to the Control of the Co
  - Person Lower of the Control of the C
    - Tyve, Cleire I. "Convergation money unilden," Laszades Lollers Readed (Concober, 1977, 29:65-61.

APPENDIX



Read each one which you thin	a list of 25 topics for written compositions. carefully. Put an $\underline{L}$ in front of each one on $\underline{h}$ which you would like to write. Put a $\underline{D}$ in front on which you think you would dislike to write
1.	Why We Give to the Community Fund
2.	A Trip I'd Like to Take
3.	Winning a Prize
4.	It Pays to Be Honest
5.	Making a Snow Man
6.	When I Was Very Young
7.	My Neighbors
8.	Weather Forecasting
9.	What I Want to Be
10.	Caught in a Storm
11.	Animals Need Care
12.	Why Every Boy and Girl Should Learn to Swim
13.	The Value of Playgrounds
14.	The President of the United States
15.	If I Were Rich
16.	How to Prevent Colds
17.	Leaving a Note for Mother
18.	The Funniest Story I've Ever Heard

19. Monkey Business!

20. A Wonderful Book

22. Fun at the Beach

23. Waiting for the Mail

21. My Favorite Song and Why I Like It

24. How to Earn Money

25. What I Like about the \_\_\_\_\_ School

Selow is a list of 25 topics for written some of selows on seat and in front of each and on which you think you would like to write. Fut a I in front of each topic on which you think you would dislike to write

My We Sive to the formandty Fund	. 1	
A Truly I'd latte to Take	e	
Parent of Winds	. 19	
	40	
	.0	
How to Prevent Colds		
Losythia a liota for Mothan		

Below is a list of 25 topics for written compositions. Read each one carefully. Put an  $\underline{L}$  in front of each one on which you think you would like to write. Put a  $\underline{D}$  in front of each topic on which you think you would dislike to write.

	1.	The President of the United States
	2.	If I Were Rich
	3.	How to Prevent Colds
	4.	Leaving a Note for Mother
	5.	The Funniest Story I've Ever Heard
	6.	Monkey Business!
	7.	A Wonderful Book
	8.	My Favorite Song and Why I Like It
	9.	Fun at the Beach
	10.	Waiting for the Mail
	11.	How to Earn Money
	12.	What I Like about the School
	13.	Why We Give to the Community Fund
	14.	A Trip I'd Like to Take
	15.	Winning a Prize
	16.	It Pays to Be Honest
	17.	Making a Snow Man
	18.	When I Was Very Young
	19.	My Neighbors
	20.	Weather Forecasting
	21.	What I Want to Be
	22.	Caught in a Storm
	23.	Animals Need Care
**************	24.	Why Every Boy and Girl Should Learn to Swim
	25.	The Value of Playgrounds

a list of 25 topics for written compositions.  osrefully. Fot an L in front of each one on  or you would like to write. Put a D : front  on which you built you would dislike to write.	ume that	MOY I
The frestdant of the United States	С	
Is I Were Rich	.8	
Enwood Column	0	
Leaving a Mote for Mother		
The Functest Story I've Everd		
	.8	
	7.	
	.8	
	. 8	
satting for the Mail		
what I blive acque tive dehacl		
May We Dive to the Community Fund		
anal of make by I gard A		
It Pays to Br Amest		
	. II	
My notehbors		
What I must to Bu		
Caught in a Storm		
Why Mery Loy and Siri Chould Learn to Swim		

Read each one which you thi	a list of 25 topics for written composition. carefully. Put an $\underline{L}$ in front of each one on nk you would like to write. Put a $\underline{D}$ in front on which you think you would dislike to write
1.	A Wonderful Book
2.	My Favorite Song and Why I Like It
3.	Fun at the Beach
4.	Waiting for the Mail
5.	How to Earn Money
6.	What I Like about the School
7.	Why We Give to the Community Fund
8.	A Trip I'd Like to Take
9.	Winning a Prize
10.	It Pays to Be Honest
11.	Making a Snow Man
12.	When I Was Very Young
13.	My Neighbors
14.	Weather Forecasting
15.	What I Want to Be
16.	Caught in a Storm
17.	Animals Need Care
18.	Why Every Boy and Girl Should Learn to Swim
19.	The Value of Playgrounds
20.	The President of the United States
21.	If I Were Rich
22.	How to Prevent Colds
23.	Leaving a Note for Mother
24	The Funniest Story Tive Ever Heard

25. Monkey Business!

Selow is a list of 25 topics for written composition.

Read each one carefully. Fot an 1 in front of each one ob which you tolak you would like to write. Fut a D in frunt of each topic on which you think you would alalike to write.

A wonderful book A	.1
my Pavorite Song and Way I Like It	.8
Tim at the Beach	.8
Lish ont not gaitten	. 6
How to Marn Money	
Why We Oire to the Community Fund	
A Trin I'd Like to Toke	16
extri a volunia	
Cangot in a store	
Why Every Boy and Otel Should Learn to Suin	
The lates of Pickhamma	
Holl equal ti	
Now to Prevent Colds	
bearing a linte for wother	

Read each one which you this	a list of 25 topics for written compositions. carefully. Put an L in front of each one on nk you would like to write. Put a D in front on which you think you would dislike to write.
1.	What I Want to Be
2.	Caught in a Storm
3.	Animals Need Care
4.	Why Every Boy and Girl Should Learn to Swim
5.	The Value of Playgrounds
6.	The President of the United States
7.	If I Were Rich
8.	How to Prevent Colds
9.	Leaving a Note for Mother
10.	The Funniest Story I've Ever Heard
11.	Monkey Business!
12.	A Wonderful Book
13.	My Favorite Song and Why I Like It
14.	Fun at the Beach
15.	Waiting for the Mail
16.	How to Earn Money
17.	What I Like about the School
18.	Why We Give to the Community Fund
19.	A Trip I'd Like to Take
20.	Winning a Prize
21.	It Pays to Be Honest
22.	Making a Snow Man
23.	When I Was Very Young
24.	My Neighbors

25. Weather Forecasting

ra

Deloy to a list of 25 tooles for written compositions.

Read each one carefully. Put so b in iront of each one on

Which you think you would like to write. Put a b in front

of each topic on which you think you would dicilize to write.

	.I	
Caught in a storm		
Antmals word Care	. 5	
May Sweety Boy and Girl Should bearn to Swim		e
The Velue of Playspounds	n G	
If I worm Elch	c	
Row to Provent Jolan		
	6	
	11.	
	.ui	
	. 18	

## DURRELL REMEDIAL-READING VOCABULARY FOR PRIMARY GRADES

## Complete Alphabetical List of 754 Words

a	ask	book	change
about	asleep	born	child
able	at	both	children
above	ate	bother	choose
absent	away	bottom	church
across	awful	bought	city
act	5-77 61 00.10	box	class
add	baby	boy	clean
address	back	bread	clear
afraid	bad	break	climb
after	bag	bridge	close
afternoon	ball	bright	cloth
	bank	bring	clothes
again	barn	broken	
against	basket		coat
ago		brother	cold
ahead	be	brought	college
air	bear	brown	color
alike	beat	brush	come
alive	beautiful	build	company
all	because	burn	cook
almost	bed	business	cool
alone	been	busy	copy
along	before	but	cost
already	beg	button	could
also	began	buy	count
although	begin	by	country
always	behind		course
am	being	call	cover
among	believe	came	cross
amount	bell	can	cry
an	belong	candy	cup
and	best	can't	cut
angry	better	cap	
animal	between	car	dance
another	big	card	dark
answer	bill	care	day
any	bird	carry	dead
anybody	birthday	case	decide
anything	bit	cat	deep
apart	black	catch	did
apple	blow	caught	didn't
are	blue	cause	die
arm	board	cent	different
around	boat	certain	dig
as	body	chair	dinner

## DURANT HANDLAN-READING VOCA CLARY POR PRIMARY SPANIS

### serow say to tely incidedaminia edelement

	4000	appendin
	douded	GROOMS
		t
		renev o
bed		20010
	on 8 1 mg	
	distra	
		bare
		enelles
	14450	
		ub toub
		810

do	feel	got	hundred
doctor	feet	grade	hungry
does	fell	gray	hunt
doesn't	felt	great	hurry
dog	few	green	hurt
dollar	field	grew	
done	fight	ground	I
don't	fill	grow	idea
door	find	guess	if
down	fine	0 40 2 2	I'11
draw	finger	had	in
dress	finish	hair	inside
drink	fire	half	instead
drive	first	hand	interest
drop	fit	handle	into
dry	five	hang	iron
during	fix	happen	is
441 1110	floor	happy	it
each	flower	hard	its
ear	fly	hardly	100
early	fold	has	jump
east	follow	hat	just
eat	food	have	keep
	foot	haven't	kept
egg eight	for	he	kick
either	forget	head	kill
else	forgot	hear	kind
end	found	heard	knew
	four	heart	knock
enough	free		know
even	friend	heavy	KIIOW
evening ever	from	held	lody
	front	help	lady land
every		her	
everything	fruit	here	large
except	full	hide	last
excuse	fun	high	late
expect	funny	hill	laugh
еуе		him	lay
0000	game	his	lead
face	garden	hit	learn
fair	gave	hold	least
fall	get	hole	leave
family	girl	home	left
far	give	hope	leg
farm	glad	horn	let
fast	glass	horse	letter
fat	go	hot	lie
father	gold	hour	life
fed	gone	house	lift
feed	good	how	light

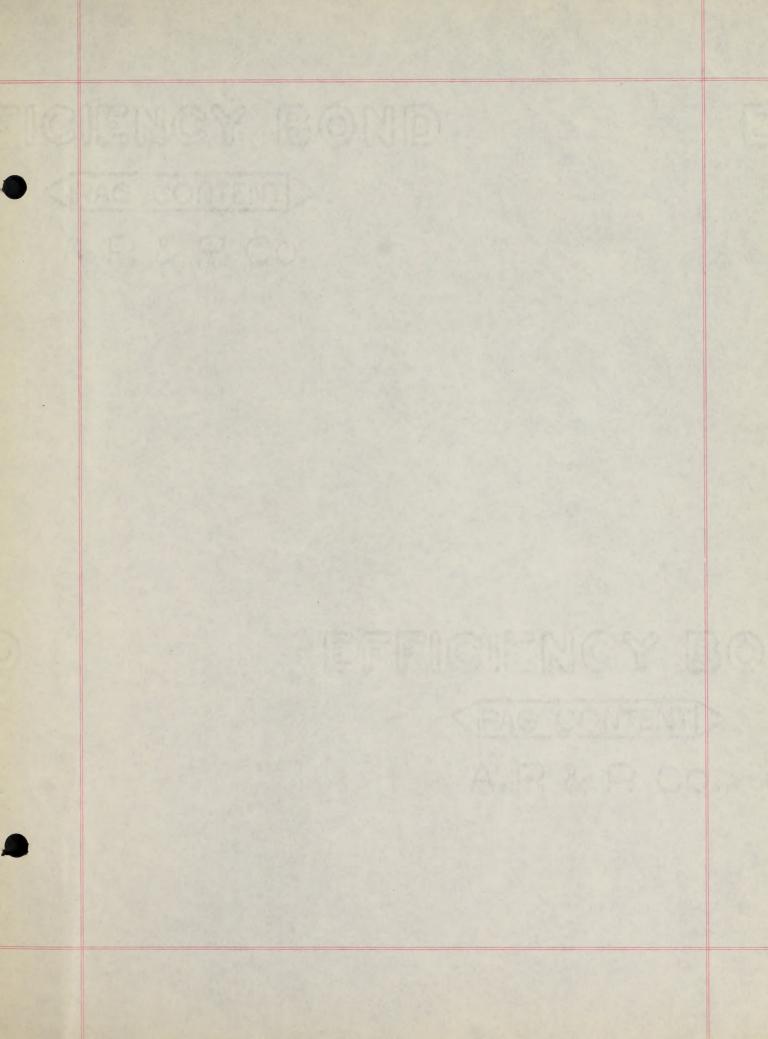
verammi	aberra		
N. CONT.		J.102	d'neec5
•			
	were the		
	agema		
TIT			
		ragair	
		delati	
Deedual	half		
_t _ r		170017	
1193			
			GROUP
			acquet
	eld		
181			
110			
			*

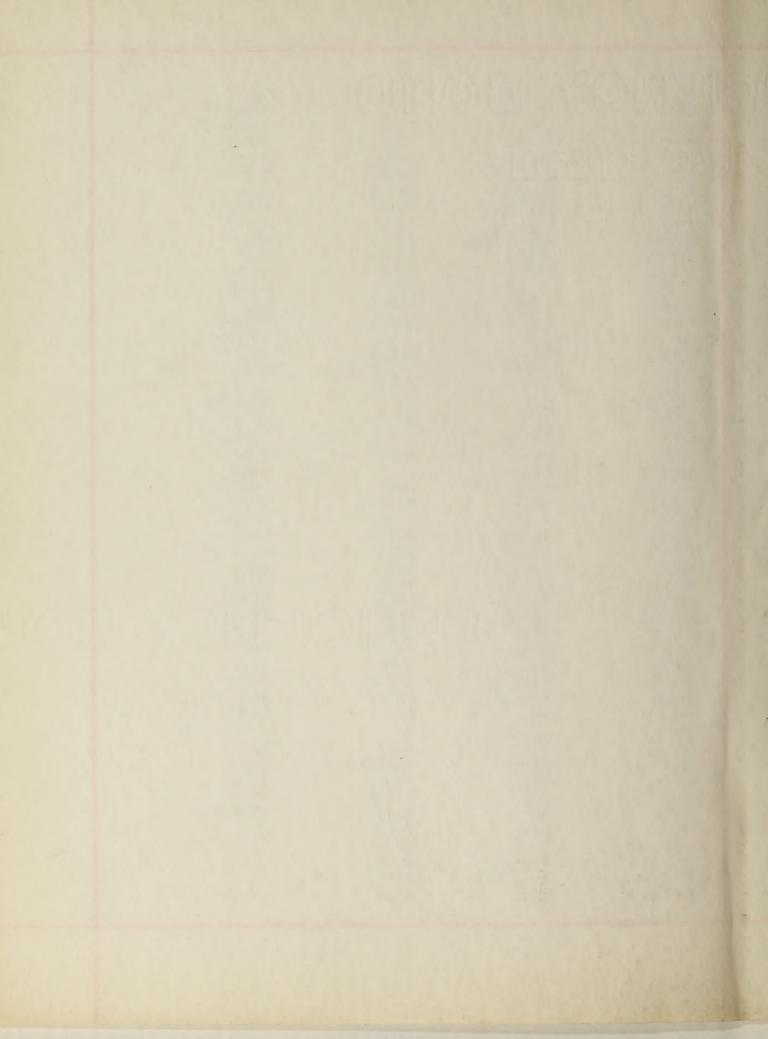
like	my	part	right
line	myself	party	ring
listen		pass	river
little	name	past	road
live	near	pay	rock
long	need	pencil	roll
look	never	people	room
lose	new	person	round
lost	news	pick	rubber
lot	next	picture	rule
love	nice	piece	
low	night	place	run
TOM	nine	-	500
made	no	plan	sad
mail		plant	safe
	nobody	play	said
make	noise	please	sale
man	nor	point	same
many	north	poor	sat
mark	nose	possible	save
matter	not	pound	saw
may	note	pour	say
me	nothing	practice	school
mean	now	present	sea
measure	number	pretty	seat
meat		price	second
meet	o'clock	print	see
men	of	pull	seem
middle	off	push	seen
might	office	put	sell
mile	often		send
milk	oh	quick	sent
mind	old	quiet	set
mine	on	quite	seven
minute	once	-	several
miss	one	rabbit	sew
mistake	only	rain	shake
mix	open	ran	shall
money	or	rather	she
month	order	reach	shine
more	other	read	ship
morning	ought	ready	shoe
most	our	real	shoot
mother	out	really	short
mountain	over	reason	shot
move	own	receive	should
Mr.		red	show
Mrs.	page	remember	shut
much	paid	rest	sick
music	paint	rich	side
must	paper	ride	sign
	Partor	2.00	22011

trip in			
		myself	
prou			
Noon			
Ilor			
			Look
	DEREC		
	res Co		
	plent		
	mood	Marian	
		Joq	
		note	
	onlines	and thou	
bnes			
			aata
abia			

silk struck tomorrow when since study too where whether sing such took which sir suit top sister touch while summer white sit town sun six supper trade who size train whole suppose skin sure tree whom surprise whose sleep trip slip sweet trouble why slow swim true wide will small try win smoke table turn wind snow take two window SO talk soft teach under winter sold teeth understand wish with until some tell without something ten up than sometime upon woman wonder son thank นร song won't that use wood soon the their word sorry very sound them visit work south then world would speak there wagon spend wait wouldn't these walk spoil wrap they write spring wall thing written stamp think want stand third wrong war star warm wrote this start those was state though wash yard station thought watch year stay thousand water yellow steal yes three way yesterday step threw we still wear yet through stitch weather you throw stone tie week young your till weigh stop well yourself store time story tire went straight were to strange west today street together wet what strong told

contr	tornorow		
BITOTIV			
oliny			
editow			
	ebert		
follow	L'agi		
	teas		
	aldnowl	Jeawa	
	mord	mbum	
		e (dist	
		SEER	
		dones	
		teath	
		Lind	
		turds	
			sprry
MATON			
DEIOTW			baate
			mede
		tylma	







NO.9R-28613
SPEEDWAY LIFE COVER
FOR SPEEDWAY FASTENER

MADE BY
SPEED PRODUCTS CO., INC.
LONG ISLAND CITY 1, N. Y., U. S. A.
PAT. NO. 2204085 - OTHER PAT. PEND.



